

The Intelligent Teacher's GUIDE Through CAMPAIGN PROPAGANDA

By CLYDE R. MILLER and VIOLET EDWARDS

THE PRESIDENTIAL campaign is on. From every side we are assailed by all manner of arguments, opinions, statements, charges, and counter-charges. Before November we shall have a veritable confusion of tongues.

Not only shall we welter in propaganda, but we shall be doing our part, consciously or unconsciously, to create it; because, as William Graham Sumner¹ indicated, most

of us are puppets. We are manipulated by professional party magicians. Some of us are already dancing, shouting, getting angry, calling names, running for band wagons, trying to make others run with us. Some of us are still straddling the fence, not knowing which way to jump. Some, helplessly entangled in the confusion of propaganda and counter-propaganda, don't know what to do.

Most of us are puppets unwittingly. We don't know why we dance. We don't see the strings pulled by the clever propagandist, shaping our thoughts and actions.

Much propaganda is like strong drink—if we take it, we're likely to want more of it, and we don't even know that we are getting an emotional jag.

And so, intoxicated emotionally, we follow after Pied Pipers, singing their songs, doing our best to make our families, friends, and neighbors dance along with us.

In the last presidential campaign, the Democrats resurrected William Graham Sumner's "forgotten man." In the 1936 election campaign let us substitute the "intelligent man." With America facing the biggest propaganda barrage since the World War, it is much more important that we should resurrect the late Professor Sumner's advice to intelligent citizens:

"An educated man . . . if he is wise, just when a crowd is filled with enthusiasm and

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EDITOR'S NOTE: *At the height of that astounding, incredible phenomenon known as our national political campaign, the authors offer our readers this article as a buckler, a shield, against the assaults on their reason. Professor Miller, in the department of educational sociology at Teachers College, Columbia University, is in charge of public relations for that institution. Miss Edwards is his assistant in public relations. They are impartially merciless toward the honeyed phrases and bombastic flights of both Republicans and Democrats. Many social-studies classes will use this article as a reference. Many politicians will wish that Professor Miller and Miss Edwards had died young.*

¹William Graham Sumner, Professor of Political and Social Sciences, Yale University. Author of *Folkways, A Study of the Sociological Importance of Usages, Manners, Customs, Mores, and Morals*. Died April, 1910.

emotion, will leave it and will go off by himself to form his own judgment."²

Voters who do this before they go to the polls will vote in terms of their own interests. If they are decent, patriotic people, they will measure their interests by the interests of the greatest number of their fellow citizens.

THE A B C'S OF PROPAGANDA

American voters, especially in 1936, should be able to recognize propaganda when they see it, and the tricks which professional political propagandists use.

First of all, there are five things to remember about propaganda—five A B C's of propaganda:

A. Propaganda is opinion or action intended to influence the thoughts and actions of others. Many of us unconsciously become the tools of clever propaganda tricksters and help them to do their work. Remember, anybody who expresses an opinion is a propagandist.

B. All propaganda centers on some conflict—some issue. Make for yourself a list of issues—local, national, international to see the direction of your own opinions or propaganda relating to them.

C. Our own opinion or propaganda with respect to every issue is determined by our environment, our training, our education, by the extent to which we, ourselves, have been influenced by the propaganda of others.

D. Opinion or propaganda is good or bad—if we as Americans believe in the Declaration of Independence—insofar as it promotes or hinders life, liberty, and the pursuit of happiness of the great majority of our fellow citizens.

E. The best way to deal with propaganda whether it is our own or that of others, is to subject it to searching criticism and appraisal. This is the way of the intelligent man. Ask who holds the opinion—who utters the propaganda—and why.

Good opinion can never be hurt by criti-

² William Graham Sumner, *Folkways*, Ch. I, p. 27.

cism, because the critical process strips propaganda of prejudice and emotion. The best way to deal with bad propaganda is not to exclude it from press and radio, but to subject it to this searching criticism. In a democracy there are many and conflicting propagandas. In fascist countries only one propaganda is permitted. Let all voices be heard, but let us as citizens and voters learn how to recognize opinions, actions, and even statements of fact, as propaganda—and make our decisions accordingly in terms of the general welfare.

In this campaign, millions will be fooled by the tricks of clever manipulators of propaganda. In the thrill of the campaign most of us may enjoy being fooled. We become emotionally intoxicated. While it may be fun to be fooled, as the cigarette 'ads' used to say, for the intelligent citizen it is more fun, and infinitely more to his own interests, to know.

Let us remember that not all propaganda, not all political campaigning, is trickery. When issues are discussed as Lincoln and Douglas discussed them, the clash of conflicting opinions and propagandas is enlightening.

Remember that in the 1936 presidential campaign the real issues are *unemployment* and *interpretations of the Constitution* to deal with unemployment. Does our political writer or speaker or radio exhorter give us careful, factual discussions of these two basic issues before the American people? Does he discuss *why* we have unemployment and *how* it may be relieved or prevented? Or does he gloss over the real issues and resort to trickery to win our votes?

Since it is "more fun to know," let us examine seven of the most common tricks which the political propagandist plays upon us.

SPOTTING CAMPAIGN PROPAGANDA TRICKS

1. *The Name Calling Trick*

Does our political writer or speaker or radio exhorter call names?

If he does, question his argument at once.

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Name-calling is a trick to make us accept a conclusion without full consideration of the essential facts in the case. Because the propagandist can move more people by hatred and by fear than by good-will, he usually calls *bad names*. (We can hate and fear a whole race, a whole nation.)

Does our propagandist play on fear? The campaign propagandist, like the advertising propagandist, knows that great hopes and great fears make a mob adopt any suggestion. Like Sumner, he knows that:

"The minds of men always dwell on bad luck. They accept ordinary prosperity as a matter of course. Misfortunes arrest their attention and remain in their memory."³

Fear is heavy artillery to the propagandist. Fear of losing our jobs, our "freedom," our firesides, causes us to react as the propagandist would have us react—and vote. The fear need not be a real one. It can be made to order out of whole cloth.

Note some recent illustrations of name-calling: Al Smith in his Liberty League speech virtually called Roosevelt a communist when he said voters must choose between Washington and Moscow. Father Coughlin called Roosevelt "a liar, a betrayer, and a double-crosser." Roosevelt calls his big business opponents "Tories" and "economic royalists." Foes of Landon call him a fascist, a creature of Hearst, tool of Wall Street, rich oil exploiter masquerading as Honest Alf, simple friend of the common people—even "the Kansas Lorelei." Republicans call Roosevelt a dictator.

"Boondoggling" is a classic instance of name-calling. It pours contempt, puts a stigma upon relief-work projects.

Let us be particularly wary of bad names, remembering that hatred and fear of Jews, Negroes, Catholics, and foreigners will not end unemployment, will not balance the budget, will not lower our taxes, but will definitely lower our standards of decency, fairness, and intelligence.

Antidote for Name-Calling Trick: Let us

³William Graham Sumner. *Folkways*. Ch. I, p. 6.

ask ourselves who calls this name and why. What are his interests, and what are the interests of his associates? Coolly, unemotionally, let us determine whether the interests of the name callers and the persons who are back of them are our interests. Are they the interests of most of our fellow Americans? Some of the names may be justified; some may not be; that is for us to determine. Let us decide for ourselves. Let us not be puppets!

2. *The Band Wagon Trick*

The object of this trick is to seize control of our emotions, to make us follow the political Pied Pipers and bring others along with us.

The most spectacular manifestations of this trick are seen in the political conventions and notification ceremonies. In these the propagandist hires a hall, puts on a big show, has a big parade—all calculated as a mass appeal to the lowest common denominator of intelligence. The theme is: "Follow the crowd!" "Everybody's doing it!" "Hail, hail the gang's all here!" The technique is that of the medicine show on Main Street or at Coney Island.

In the Band Wagon Trick the propagandist must get his crowd seen and heard. He must take no chances on his not having a crowd or on its not being enthusiastic. Hence, he uses the artificial, synthetic devices of the medicine-show men to command the attention of the American crowd.

As in the medicine show, music is part of the technique. In the choice of songs the propagandist's appeal becomes more subtle. When the Democrats chose "Happy Days Are Here Again," they hit upon a popular air and a title which implied that a vote for Roosevelt was a vote for increasing prosperity and relief from the gloom of a Republican depression. When the Republicans chose "Oh, Suzanna" as their theme song, they hoped to draw to their band wagon those who associated the prairie schooner, the camp-fires, the sizzling bacon of our pioneer era with the virtue of stal-

wart Americans who could conquer a depression as they conquered the frontier.

Once the political propagandist has a national crowd streaming to the band wagon, he uses what might be called the *catspaw technique* to add to the crowd through subtle appeals to special groups of voters—women voters, men voters, labor voters, employer voters, young voters, negro voters, farm voters, Protestant, Catholic and Jewish voters, voters from the west, south, middle-west, north, and east.

In addressing voters in these specialized groups, he raises flattery to a high art. In addressing women, he sings the praises of womanhood. In addressing working men, he points out what Lincoln said of the solid virtue of labor. In talking to farmers, he makes them feel that they are indeed the foundation of the nation. Whatever our group may be, we are likely to be won over to the propagandist as a result of his subtle and pleasing flattery. Because he tells us how good we are, we are sure he is a wise and great man and that his political advice, therefore, is advice which we should follow.

Because human beings are gregarious and wish to travel together, the Band Wagon Trick is a powerful appeal to follow the crowd. Because human beings are vain, they want to be with the winning crowd. Thus we hear the slogan, "Don't throw your vote away. Vote for Roosevelt!" or "Don't throw your vote away. Vote for Landon!" Band wagon exhorters are shouting, "Roosevelt can't possibly win. Get on our Landon Band Wagon!" or "Landon can't possibly win. If you want to back a winner, vote for Roosevelt."

Antidote for Band-Wagon Trick: Let us remember Sumner's intelligent man. If we are intelligent, we will not be fooled by the medicine show technique of parades, shoutings, hullabaloo, organized noise and synthetic enthusiasm, and catchy theme songs. We as intelligent voters will not be fooled by the pre-election forecasts to lure us to "winning sides." As intelligent persons

we must know that our votes are indeed thrown away if we check our intelligence, jump on a band wagon, and help elect a candidate unfitted for the high post of the presidency. And certainly no intelligent person wishes to be made the tool of a flatterer—a catspaw. So when *our* group is flattered, we will be doubly on our guard.

3. The Glittering Generalities Trick

The propagandist knows that most people, like Coolidge's preacher, are against sin—that is, in a *large, general way*. By the same token they are *for* all the virtues: freedom, justice, truth, education, democracy—in a *large, general way*.

In the Democratic and Republican platforms, in the acceptance speeches of candidates, newspaper articles and radio exhortations, attempts are made to sway our emotions by means of these glittering generalities.

Shining ideals are held out to the voters by the propagandists of both parties. "What America needs," says Candidate Landon, "is jobs for everybody at good wages."

"What America needs," says Candidate Roosevelt, "is economic security for all."

Everybody wants economic security, everybody wants good wages or a good income; most people want jobs. Hence, most people respond to the appeal of such a glittering generality as "economic security."

Father Coughlin talks about "social justice," and surely everybody wants that.

Propagandists using the Glittering Generalities Trick know the tremendous psychological power of the *will to believe*. Even the most intelligent of us want to believe that times are getting better, that life will be easier for ourselves and our children. Love of ourselves, our families, our friends makes us easy victims.

Frequently the glittering generalities take the form of a *slogan*. In 1932 Father Coughlin said, "Roosevelt or Ruin." In 1936 he says, "Roosevelt and Ruin." The Republicans say, "Jobs, not Relief."

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Antidote for the Glittering Generalities Trick: Break down the generalities into specific terms. Take such a generality, for instance, as freedom. Let us ask ourselves, "Freedom for whom, to do what?" Would our interests and those of most Americans be better served under the kind of freedom advocated by the Republican Party or the kind advocated by the New Deal? Wherein lies the difference between these two freedoms? What price must be paid for freedom? If one group has the freedom it wants, will the freedom of another group be reduced?

Consider the generality, "Jobs for everybody at good wages." Let us ask the question, "What would the Republicans or Democrats have to do to create jobs for everybody at good wages? What obstacles would be in the way? Would the Constitution or the Supreme Court or business interests or labor organizations hinder the attainment of this goal? If attainment is possible, what must be done to make it practical? Examine the shining ideals, the hopeful promises, and the glittering generalities. Simply ask: *why* and *what*, and *how* and *when*.

4. The Flag Waving Trick

When the propagandist uses this trick he holds up a symbol—something which, like the flag, we recognize and respect. He waves it before our eyes, cries, "Follow me!" and we follow.

Hitler used this trick effectively in Germany. Roosevelt made a symbol of the horse and buggy when he spoke of an anti-New Deal Supreme Court decision. He used it as a bad symbol to rebuke the Supreme Court, to show it as out of line with modern conditions.

Landon seized upon this same symbol to identify himself as a plain, old-fashioned American, common as an old shoe, possessed of all the homely virtues, faithful to the traditions. Since most of us, as Professor Sumner shows, are ourselves the crea-

tures of traditions, it is likely that Landon's positive use of this symbol may be more effective than Roosevelt's negative use.

Cartoonists use symbols. Some show Uncle Sam, symbolizing the nation, as concerned and angry over the great cost of relief. Others show Uncle Sam, symbolizing the nation, as merciful, giving aid and succor to the unfortunate.

The symbol usually stands for a whole complex of ideas and ideals to which millions of us are bound by tradition, training, and emotion. In the wink of an eye, the showing of a symbol like the flag of the nation or the cross of the church, can arouse all of us to the emotional response which is the product of years of training, conditioning, and association. Use of the symbol is enormously effective in propaganda.

If it is a good symbol, such as the cross of the church or the flag of the nation, it is used to give sanction and authority to the idea which the propagandist associates with it. If it is a bad symbol, like the skull and crossbones, it can be used to connote poison, disaster, and death. Usually political propagandists lure their followers by display of good symbols.

Parts which can stand for the whole often symbolize the whole. Thus a minister is the symbol of the church. At the political conventions and notification ceremonies, this symbolism is effectively used by Democrats and Republicans alike. Eminent members of the clergy give invocations and benedictions, thereby suggesting that the Great Party (Democratic or Republican) has the sanction of the Almighty.

Both of the major parties use Catholic priests and Jewish rabbis to swing the big urban Catholic and Jewish vote. Both use Protestants to win the Protestant vote. The Democrats, seeking to win the Negro vote, included a Negro preacher among those who asked for divine guidance at the Philadelphia convention.

Hymns, like ministers, are symbols of the church and of God. In Cleveland, Republi-

*"Breakdown" of opening of ROOSEVELT Acceptance Address, showing conscious or unconscious use of propaganda devices.**

"Plain Folks"

SENATOR ROBINSON, Members of the Democratic Convention, *My Friends here and in every community throughout the land.*

Band Wagon

We meet at a time of great moment to the future of the Nation—an occasion to be dedicated to the simple and sincere expression of an attitude toward problems, the determination of which will profoundly affect America.

Band Wagon

I come not only as the leader of a party—not only as a candidate for high office, but as one upon whom many critical hours have imposed and still impose a grave responsibility.

Glittering Generality

For the sympathy, for the help and confidence with which Americans have sustained me in my task I am grateful. For their loyalty I salute the members of our great party, in and out of official life in every part of the Union. I salute, too, those of other parties, especially those in the Congress who on so many occasions put partisanship aside. I thank the Governors of the several States, their legislatures, their State and local officials who participated unselfishly and regardless of party in our efforts to achieve recovery and destroy abuses. Above all I thank the millions of Americans who have borne disaster bravely and have dared to smile through the storm.

Glittering Generality

America will not forget these recent years—will not forget that the rescue was not a mere party task—it was the concern of all of us. In our strength we rose together, rallied our energies together, applied the old rules of common sense, and together survived.

Flag Waving

In those days we feared fear. That was why we fought fear. And today, my friends, we have won against the most dangerous of our foes—we have conquered fear.

But I cannot, with candor, tell you that all is well with the world. Clouds of suspicion, tides of ill will and intolerance gather darkly in many places. In our own land we enjoy indeed a fullness of life greater than that of most nations. But the rush of modern civilization itself has raised for us new difficulties, new problems which must be solved if we are to preserve to the United States the political and economic freedom for which Washington and Jefferson planned and fought.

Name Calling

Philadelphia is a good city in which to write American history. This is fitting ground on which to reaffirm the faith of our fathers; to pledge ourselves to restore to the people a wider freedom—to give to 1936 as the founders gave to 1776—an American way of life.

Glittering Generality
Card Stacking (by implication)

That very word "freedom," in itself and of necessity, suggests freedom from some restraining power. In 1776 we sought freedom from the *tyranny of a political autocracy*—from the *eighteenth century royalists* who held *special privileges* from the Crown. It was to perpetuate their privilege that they governed without the consent of the governed; that they denied the right of free assembly and free speech; that they restricted the worship of God; that they put the average man's property and the average man's life in pawn to the mercenaries of dynastic power—that they *regimented* the people.

Name Calling

And so it was to win freedom from the tyranny of political autocracy that the American Revolution was fought. That victory gave the business of governing into the hands of the *average man* who won the right with his neighbors to make and order his own destiny through his own government. *Political tyranny was wiped out at Philadelphia on July 4, 1776.*

Since that struggle, however, man's inventive genius released new forces in our land—forces which reordered the lives of our people. The age of machinery, of railroads, of steam and electricity; the telegraph and the radio; mass production, mass distribution—all of these combined to bring forward a new civilization and with it a new problem for those who would remain free.

For out of this modern civilization *economic royalists* carved new dynasties. New Kingdoms were built upon concentration of control over material things. Through new uses of corporations, banks and securities, new machinery of industry and agriculture, of labor and capital—all undreamed of by the fathers—the whole structure of modern life was impressed into this *royal service*.

* This "breakdown" represents the joint opinions of Professor Miller and Miss Edwards. Readers who do not agree with them may try their own hands at the analysis.

*"Breakdown" of opening of LANDON Acceptance Address, showing conscious or unconscious use of propaganda devices:**

Mr. Chairman, Members of the Notification Committee, Ladies and Gentlemen: I accept the nomination of the Republican party for the Presidency of the United States. In accepting this leadership I pray for divine guidance to make me worthy of the faith and the confidence which you have shown in me.

This call, coming to one whose life has been that of the everyday American, is proof of that freedom of opportunity which belongs to the people under our government. It carries with it both an honor and a responsibility. In a republic these cannot be separated.

Tonight, facing this honor and responsibility, I hope for the gift of simple and straightforward speech. I want every man and woman in this nation to understand my every word, for I speak of issues deeply concerning us all.

The citizen who assumes the direction of the executive branch of our government takes an oath that he will "faithfully execute the office of President of the United States, and will," to the best of his ability, "preserve, protect and defend the Constitution of the United States." This oath carries the obligation so to use executive power that it will fulfill the purposes for which it was delegated.

No man, in common good faith to his fellow-citizens, may rightfully assume the duties of the high office of Chief Executive and take the oath that goes with the office unless he shall intend to keep and shall keep his oath inviolate.

It is with a full understanding of the meaning of this oath that I accept this nomination.

The 1936 platform of the Republican party has my complete adherence. It sets out the principles by which we can achieve the full national life that our resources entitle us to enjoy.

There is not time to lay our whole program before you tonight; I can touch only upon a few phases of it. The others I hope to discuss with you in detail as the campaign progresses.

First, I shall take up the question of recovery and relief. I shall follow this by discussing a matter closely allied to both debt and taxes. Our farm policy and the problems of labor will bring me to a brief discussion of international relations. And last, I shall take up our constitutional government and the forces that threaten it.

I intend to approach the issues fairly, as I see them, without rancor or passion. If we are to go forward permanently, it must be with a united nation—not with a people torn by appeals to prejudice and divided by class feeling.

The time has come to pull together.

No people can make headway where great numbers are supported in idleness. There is no future on the relief rolls. The law of this world is that man shall eat bread by the sweat of his brow. The whole American people want to work at full time and at full pay. They want homes and a chance for their children, reasonable security, and the right to live according to American standards. They want to share in a steady progress. We bind ourselves with a pledge we shall not ignore, thrust aside, or forget, to devote our whole energy to bringing these things about.

The world has tried to conquer this depression by different methods. None of them has been fully successful. Too frequently recovery has been hindered, if not defeated, by political considerations.

Our own country has tried one economic theory after another. The present administration asked for, and received, extraordinary powers upon the assurance that these were to be temporary. Most of its proposals did not follow familiar paths to recovery. We knew they were being undertaken hastily and with little deliberation.

But because the measures were supposed to be temporary, because everybody hoped they would prove successful, and because the people wanted the administration to have a fair trial, Congress and the country united in support of its efforts at the outset.

Now it becomes our duty to examine the record as it stands. The record shows that these measures did not fit together into any definite program of recovery.

} Symbol
(Flag Waving)

→ "Plain Folks"

} Glittering
Generalities

} "Plain Folks"

} Stacking the
Cards (?)

} Glittering
Generality

} Stacking the
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} Glittering
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→ Name Calling

→ Glittering
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Band Wagon

} Glittering
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} (implied) Name
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} Glittering
Generality

*This "breakdown" represents the joint opinions of Professor Miller and Miss Edwards. Readers who do not agree with them may try their own hands at the analysis.

cans made effective use of "The Battle Hymn of the Republic."

Of course, the flag representing all the national virtues, hopes, and aspirations, is waved by Republicans and Democrats alike and by all the smaller parties.⁴

The Constitution is used by both parties as a symbol. So also is the Liberty Bell. The Democrats, meeting in Philadelphia, involved the original Liberty Bell in association with their party, thus transferring to the party all the virtues of the founders who were willing to shed their blood that the nation might exist. The Liberty Leaguers, mostly Republicans or Democrats who don't like New Deal policies, use the Liberty Bell as a symbol on their literature. Washington, Jefferson, Lincoln, and the Founding Fathers are symbols. After a speaking tour in the East, Landon stops at Springfield to lay a wreath on the tomb of Abraham Lincoln. Headlines read: "Landon Bows at Lincoln Shrine; Pays 'Homage of Humble Heart'."⁵ Thus, Landon transfers to himself something of the prestige and sanction of Lincoln.

Antidote for the Flag Waving Trick: Remember that all symbols, like the glittering generalities, are charged with high emotion. Examine the symbol. Strip it of emotion, and we see that it can mean all things to all men. To the Liberty League, does the flag stand for a great army, a great navy, "rugged individualism," limited restrictions on banking, business, and industry? To New Dealers, does the flag mean the responsibility of centralized government for relief, regulation of banking, business, industry, and labor?

5. The "Plain Folks" Trick

Our political propagandist makes it clear that his favorite candidate is "just plain

⁴This analysis concerns the propaganda devices as used by the two major parties. That only the major parties are selected is not an implication that the Socialist, Communist, Union, and other parties do not use propaganda. All parties use it, but the major parties have used it most effectively—that's why they are the major parties.

⁵New York Times, August 28, 1936.

folks among the neighbors." Landon visits his old nurse. Roosevelt talks with the "folks" at Hyde Park. We have front porch and back porch campaigns; the ice box is raided. Apple pie, home, and mother. Camp meetings and family picnics.

It is proverbial that political candidates always kiss babies. If they do not do the actual kissing, they are shrewd enough to do the equivalent. Landon dodges by his police escort in Buffalo to pat a small boy on the head, while the crowd cheers. Landon's photographs with his daughter, Peggy Anne, and his small boy, vie with pictures of Roosevelt and his grandchildren, "Sistie and Buzzie."

Thus, our propagandist colors, shapes, and controls our reactions—and our votes.

Antidote for the "Plain Folks" Trick: While it is fine that candidates are human, like the rest of us, and while personality is indeed important in the man who assumes national leadership, let us remember that a candidate's affection for apple pie, home and mother, may have little or no bearing on solving problems of economic security, Federal power, and state rights. Because candidates are human and kindly they may *wish* these problems solved, as all of us wish them solved; but the ability to bring about the solution is even more important than wishing.

If a candidate is to win our votes as intelligent citizens, however much we may like him, we should demand that he tell us *how* he proposes to solve these great national problems.

6. The Testimonial Trick

The Testimonial Trick is best seen in patent medicine and cigarette advertising, but it is used by political propagandists also. It consists in getting not only good, Plain, solid citizens, but also social and business leaders to endorse the party and the candidate.

Many persons believe that the straw votes taken by various organizations in certain

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cases represent the use of the Testimonial Trick. If large numbers of individuals can be seen voting for Roosevelt or for Landon, it is likely to cause many additional voters to swarm to Roosevelt's or Landon's band wagon.

In its clearest form, the Testimonial Trick is best exemplified by such a statement as that of Edward Filene, the Boston merchant, who sees Roosevelt as the friend of Big Business whose "real grievance is that America is having a new deal under which, if it is continued, Big Business cannot return to the ways which caused its breakdown."⁶—or such a statement as a former Roosevelt supporter made in shifting to Landon: "I am an American before I am a member of any political party, and I think the time has come to clean house at Washington."⁷

The Hearst press has been a constant testimonial for Landon; while the newspapers of David Stern and of Scripps-Howard have been testifying in behalf of Roosevelt.

Antidote for the Testimonial Trick: Who gives the testimonial and why? What are his interests? Are his interests our interests and those of most of our fellow citizens? Is his testimonial just a blanket statement of approval or is it a factual statement based on past reality and future performance?

7. The Trick of Stacking the Cards

When the propagandist intentionally or unintentionally stacks the cards against the facts, this may be the hardest trick of all to spot. It runs the whole gamut of misrepresentation from unintentional distortion to deliberate falsehood, censorship, and even the whispering of things too dreadful to be printed. It often utilizes clever manipulation of under-emphasis and over-emphasis

to dodge and evade basic issues and embarrassing facts.

Our propagandist can make phantastic unreality look as substantial as the Encyclopedia Britannica. Observe, for instance, the messianic pictures created by Father Coughlin and Dr. Townsend.

Propagandists for the party in power gloss over unfulfilled promises and aspects of failure. The party in power, necessarily seeking re-election of its candidate on the basis of his record, stresses his successes and apparent successes, and tries to divert public attention from the failures.

Propagandists of the opposing party look at the same record, but ignore the successes and emphasize the failures and hold out high promises of what their party will do.

Thus in 1932 the Democrats blamed the Republicans for the depression, blamed unemployment on Hoover. In 1936, with unemployment still the serious issue in America, the Republican propagandists are blaming the Democrats for not ending it.

The *Build-Up*, a phase of the Trick of Stacking the Cards, is the selection and repetition of favorable statements about a potential or actual candidate. Farley had a big part in the Roosevelt build-up prior to Roosevelt's first nomination. Hearst has done a spectacular propaganda job in building up Landon.

Antidote for Card-Stacking Trick: Get the facts. Coolly, without emotion, let us subject political arguments to rigorous examination. Statements made in whispering campaigns hardly require any examination by intelligent voters. Usually, in a democracy, they are 100 per cent false.

Summing up all of these, perhaps the most common propaganda tricks are "name-calling" and "glittering generalities." We can ask ourselves what are the poison words in this campaign. Are we going to fall for them?

⁶ *New York Times*, June 21, 1936.

⁷ Miss Sarah Conley. *New York Times*, August 24, 1936.

Our Thirty UNSHACKLED

The first 1000 graduates under this notable experiment will enter college this fall.

Schools

By WILFORD M. AIKIN

I AM GLAD of the opportunity to present some aspects of the work of the Commission on the Relation of School and College, to the readers of THE CLEARING HOUSE.

Doubtless many readers are somewhat familiar with the work which has been done thus far. But lest there may be some to whose attention it has not come, let me say that the Commission was set up by the Progressive Education Association in 1930.

The Commission consists of college and school representatives who are concerned with a better coördination of school and college work. We believe that it is possible to make the work of both school and college more significant and valuable to students and to develop more continuity, more effective long-distance planning, and more clear-cut pattern and design for each student.

It seems to us that the individual student's purposes are of very great importance, and that it is the responsibility of both school and college to assist the student in developing purpose and plan in his education, and in providing such flexible organization as will enable both school and

college to adapt its work to his purposes and plans.

We know that large numbers of students go to college without any real preparation for the life they are to live in college or for taking advantage of the best which college offers. Students, teachers, and parents have been so much concerned with meeting college requirements and getting into college that very little thought has been given to what four years in college may mean. It seems to the members of the Commission that this condition can be changed and the whole educational experience of the student can be made decidedly more worth while to him.

The colleges and universities of the country approved of the plan submitted by the Commission, which provides that thirty competent schools, sending many students to college, should be set free from the conventional pattern of preparation and given freedom to reorganize their work, to modify the content of traditional subjects, and to introduce new types of student experience in school.

The responsibility of choosing the thirty schools was given to the Directing Committee, whose membership is as follows: Mr. Willard W. Beatty, formerly Superintendent of Schools, Bronxville, now with the Department of the Interior, Office of Indian Affairs; Mr. Boyd H. Bode, Professor of Education, Ohio State University; Mr. C. S. Boucher, President, University of West Virginia; Mr. Carl C. Brigham, Professor of Psychology, Princeton University; Mr. Burton P. Fowler, Headmaster, Tower Hill School; Mr. Will French, Superintendent of Schools, Long Beach; Mr. Herbert E.

EDITOR'S NOTE: *An adventurous exploit of our ancestors was the dumping of British tea into Boston Harbor. That helped to bring on a revolution. In this article, we are privileged to learn about another adventurous exploit in which the tea of college entrance requirements is being dumped overboard by thirty selected high schools. The author is professor of education at Ohio State University, and Chairman of the Commission on the Relation of School to College.*

Hawkes, Dean of Columbia College, Columbia University; Mr. John B. Johnston, Dean of the College of Science, Literature, and Arts, University of Minnesota; Mr. Robert D. Leigh, President, Bennington College; Mr. John A. Lester, Executive Secretary, Friends Council on Education; Mr. Max McConn, Dean of Lehigh University; Mr. Jesse H. Newlon, Chairman of the Division of Instruction, and Professor of Education, Teachers College, Columbia University; Miss Marion E. Park, President, Bryn Mawr College; Mr. Eugene R. Smith, Director, Beaver Country Day School, and Mr. Wilford M. Aikin, Professor of Education, Ohio State University, Chairman. The Directing Committee chose the following thirty schools, which are fairly representative of the various types, and of the different sections of the country:

Altoona High School, Altoona, Pa.
 The Baldwin School, Bryn Mawr, Pa.
 Beaver Country Day School, Chestnut Hill, Mass.
 Bronxville High School, Bronxville, N.Y.
 Cheltenham Township High School, Elkins Park, Pa.
 Central High School, Tulsa, Okla.
 Dalton School, New York, N.Y.
 Denver High Schools, Denver, Colo.
 Eagle Rock High School, Los Angeles, Calif.
 Fieldston School, New York City.
 Francis Parker School, Chicago, Ill.
 Friends' Central School, Overbrook, Pa.
 Germantown Friends' School, Philadelphia, Pa.
 George School, George School, Pa.
 Horace Mann School for Girls, New York City.
 John Burroughs School, Clayton, Mo.
 Lincoln School, New York City.
 Memorial High School, Peiham, N.Y.
 Milton Academy, Milton, Mass.
 New Trier Township Day School, Winnetka, Ill.
 North Shore Country Day School, Winnetka, Ill.
 Ohio State University Demonstration School, Columbus, Ohio.
 Radnor Township High School, Wayne, Pa.
 Shaker High School, Shaker Heights, Ohio.
 Theodore Roosevelt High School, Des Moines, Iowa.

Tower Hill School, Wilmington, Del.
 University High School, University of Chicago, Chicago, Ill.
 University High School, Oakland, Calif.
 Winsor School, Boston, Mass.
 Wisconsin High School, Madison, Wis.

The schools were chosen in 1933. Each school determined what changes it should make in order to serve its youth better, and began the new work three years ago. The first students, numbering approximately one thousand, will enter one hundred seventy different colleges this fall.

TENDENCIES

Let me now attempt to indicate the directions of change in our thirty schools. One discovers these directions from visits to the schools, conferences with the heads of schools and the faculty, and study of the reports sent to the office of the Commission. It should be understood that this presentation does not include every innovation to be found in any of the schools, nor should it be understood that all of the changes indicated are to be found in all of the schools. These are general tendencies or directions which have become evident.

These innovations may be grouped under three headings, but the groupings are not mutually exclusive. These headings are: administrative changes, curriculum changes, changes in methods of teaching. Some of the tendencies are common to all three groupings.

ADMINISTRATIVE CHANGES

1. The heads of our schools have become more and more concerned with the major problems of education. Administration is assuming its proper place as a means of achieving our educational goals rather than an end in itself.

2. Teachers are participating more fully, coöoperating with administrators and with each other in

- Planning work
- Sharing teaching responsibilities
- Critical evaluation of the results of their own work.

3. Artificial barriers between subjects and teachers are being removed. The useful teacher in our study is no longer a narrow subject-matter specialist, living in a little world of his own, apart from the lives of his students. He is coöperating with other teachers, seeking to understand their subjects, interests and points of view, and to discover how he may work most effectively with them. Sometimes five or six teachers work together as a committee under the chairmanship of one of them in planning and teaching a course.

4. Greater continuity of teacher and student relationship is to be observed in many of our schools. One teacher or a small group of teachers work with the same pupil or group of pupils for several consecutive years. Advisers remain with the same group for periods of two, three, and sometimes four years.

5. There is provision for more complete and effective study of individual students. This is done:

- a. By frequent use of tests which have been found to be valuable;
- b. By keeping and using fuller and more significant records over a period of years;
- c. By closer contact with parents, securing reports of parental experience with the student, and counseling with parents concerning his problems. Many new types of reports by the school to parents and by the parents to the school have been developed;
- d. By the use of records which include reports of significant incidents in the life of the student observed by the teachers in the classroom, in the assembly, on the playground, in committee rooms, wherever the teacher has an opportunity to note spontaneous student behavior;
- e. By more intelligent use of the sig-

nificant knowledge about pupils for purposes of guidance.

6. The schools are providing more opportunity for individuals:

a. To follow lines of special interest. In almost all of the schools there is a certain common body of curriculum content for all, a common experience believed to be desirable for all, but outside of that the work is largely determined by the special interest of the student after consultation with adviser, parents, and teachers.

b. There is more opportunity for individuals to develop projects initiated by themselves, sometimes within groups, sometimes entirely outside of any class or other school organization.

7. Everywhere there is greater use of the community, in the school and out of the school. Within the school, the students are participating more fully in the general life of the school and in the planning of the work within and without the classroom. The activities of the classroom are being related more closely to the activities of the pupils outside the classroom. For example, the school assembly and other governmental functions of the student body become the subject of study in some of the social-studies classes. The school is being related in the out-of-school community by frequent excursions away from the school to art galleries, manufacturing plants, and other places where the work of the community is in progress. In some places the members of the school have not only observed but have actually participated in community activity.

8. There is a tendency to lengthen the school day, to make the program of the day more flexible, with longer uninterrupted periods. In this longer school day there is more attention to health, both physical and emotional, less nervous tension and strain, and many of the activities formerly con-

sidered extra-curricular have become a part of the curriculum.

9. The administration of our schools has moved definitely towards friendlier relations and closer coöperation with the colleges. During the last year, eight regional conferences with the colleges to which our first students will go were held. In these meetings, college and school representatives discussed freely and in a spirit of mutual helpfulness the problems involved in school and college relations. The results were so gratifying that many of the college deans have asked for similar conferences this next year. The deans of the colleges into which considerable numbers of our students will go next year plan to meet this year to consider what the college should do to prepare for their coming.

10. In all of the schools there is an expanded program of evaluation. Dr. Tyler's work with us has been of the utmost significance. As a result of his work, each school is developing a comprehensive plan for the evaluation of its own work in relation to the purposes which the school has adopted.

CURRICULUM CHANGES

The thirty schools have been thinking very seriously about the curriculum. We have come to see clearly that the curriculum has significance chiefly in its relation to the purposes of the school. Therefore, each school has been trying to determine for itself what its major purposes are and each department of the school has been attempting to relate its purposes to the major purposes of the school so that the whole forms a complete picture.

The schools are asking themselves: "What should we teach? What should the experience of these boys and girls be in order best to accomplish the goals which we have set for the school as a whole and for each department thereof?" They are seeing the curriculum as a means to an end and not an end in itself.

The chief curriculum developments

which thus far have emerged are these:

1. Greater emphasis upon contemporary civilizations, especially our own. Attempts are made to help the student to understand in some degree the major problems of the society of which he is a member and to develop in him concern for the common welfare. Some of the schools have set this as their major responsibility.

2. Greater continuity of student experience in several fields of work. Traditionally we have had this continuity of experience in mathematics, the foreign languages, and in English. We are now developing it in the social studies, science, and the arts. In some cases this experience is continuous throughout the six years of the secondary schools, in others for three or four years. With this greater continuity is coming better organization of subject matter, more solid content and substance in the fields of science, social studies and the arts.

3. The most marked change in curriculum organization is in the direction of integration, correlation, orchestration of subjects. I have already referred to this under the heading "Administrative Changes," but it should be mentioned in connection with the curriculum, for it is bringing a marked change in subject matter and quite a different emphasis. Teachers are discovering the relationships which bind subjects together and they are finding that each study takes on added significance for the student as he sees it in relation to his other studies. In one school the organization of subject matter along traditional lines has been supplanted by organization into such fields or areas as

- a. Education for community living
- b. Education for health
- c. Education for the worthy use of leisure
- d. Education for college life and vocations

4. There is change in curriculum content.

- a. There is the elimination of content

of doubtful value from the traditional subjects and the substitution therefor of new content which seems to be more significant. In mathematics, for instance, there is much less of abstract manipulation and much more study of real life-situations involving the use of mathematics, and the subject is brought much closer to the life of the student. In one of the schools, the chief emphasis in the senior-school mathematics is upon a topic called "The Nature of Proof." This difficult matter is simplified to bring it within the reach of secondary-school students, and new content finds its way into the mathematics course in this connection. In another school a unit of work in a course of "Mathematics of Everyday Life" deals with the financial relationships of children to parents. A booklet of sixty-nine pages has been prepared for the use of the pupils as they study this topic.

Latin is another of the traditional subjects which is undergoing a similar change:

Grammar: three years ago a group of graduate students in the classes of Professor Carr of Teachers College, Columbia, counted the number of inflected forms to be memorized in eighteen of the most popular first year Latin textbooks published since the Classical Investigation. The average number was 1,572; the range was from 780 to 2,800.

In the thirty schools, the number of forms dealt with has been markedly reduced—in one school to seventeen basic Latin word-endings. The emphasis has shifted from the ability to give these forms on demand to the ability to interpret these forms as they are encountered in reading. This has eliminated a great deal of rote learning of Latin words in paradigms which often contained meaningless forms.

Literature: The traditional content of the Latin course has been four books of Cæsar's *Gallic War*, six of Cicero's *Orations*, and four books of Vergil's *Aeneid*. This is almost the exact equivalent of introducing young students to the resources of English

literature by requiring them to read half of Grant's *Memoirs*, six of Webster's *Oration*, and one-third of Milton's *Paradise Lost*.

The Latin literature read in the thirty schools varies all the way from the traditional program to one made up of a year of modern Latin from a variety of textbooks published in several countries, a second year devoted chiefly to medieval Latin, a third year devoted to a wide selection of classical prose, and a fourth year devoted to a wide selection of classical poetry. Pupils are expected to read Latin authors and translations of Latin authors of their own volition as a part of their free reading program in the upper years of the course.

Similar subtractions and additions are being made in all of the old-time subjects.

b. Fields of study new to the secondary school are finding their way into some of our schools. In connection with the work in science, elementary aspects of astronomy and geology are sometimes included. In one school, a group of girls, in connection with their work in science, has undertaken the study of young children. In several places there is a study of what might be called human relationships. Problems of individual and group behavior are considered in an attempt to help the student understand himself and others better. It could hardly be called psychology, yet it includes some phases of that subject. Many of the schools are leading their students to study the wise use of leisure. The possibilities of the motion picture and the radio are receiving consideration by many of the teachers and some of the schools are attempting to make intelligent use of these significant educational forces. Perhaps the most important feature of the newer subject matter is the study of the community. All of the schools are working in this field, but two or three of them have made notable progress along this line.

5. All the schools are stimulating the creative impulses of pupils and giving more opportunity for expression in various forms.

CHANGES IN METHODS OF TEACHING

1. The pupils are taking a larger share in planning individual and group work. The teachers are taking the pupils into their confidence at the beginning of the year's work and are saying to them: "This is what we have in mind. It seems to us that this is a field important for our study. Let us investigate it together to see what its possibilities are and then work it out jointly." Most students welcome the opportunity to share in this way, their contributions are very much worth while, and, feeling that the work is, in a very real sense, their own, they engage in it with purpose and enthusiasm. There is also more long-distance planning by teachers and pupils together. Passive acceptance of tasks assigned by a taskmaster is giving way to purposeful achievement under the direction of and in cooperation with a leader and friend.

2. There is decidedly more investigation by pupils. Instead of learning the next ten pages, the pupil undertakes, under guidance, the investigation of a topic, or the performance of an experiment. He learns how to use books and laboratories and other materials for a purpose; how to plan an investigation; how to carry it through; and to draw conclusions and report them to his group. I need hardly say that not all of our pupils have yet become proficient in this type of procedure, but this is the tendency of change in method in many of the schools. Another change to be noted accompanies the one which I have mentioned; the division between study and recitation is disappearing. The teacher no longer conceives his chief task to be the discovery of what a student doesn't know. The teacher understands his responsibility to be that of leadership, stimulation, and guidance of the student in his work. The teacher and pupil are students together.

3. Another change in point of view con-

cerning method of teaching is that the teacher is no longer teaching subjects. He is teaching boys and girls, partially by the use of organized content called subjects. This sounds like a simple matter—but what a revolution it requires in the teacher's whole point of view and methods of work!

It may be too soon to add this last point, but my impression is that our students are reaching higher levels of honest and intelligent scholarship. My impression may later be proved wrong by our measurement of results, but I think now that the changes in administration, curriculum and methods indicated are helping our boys and girls to do their work with a higher degree of excellence.

Let me say again that what I have given is not a complete picture of the thirty schools. A visit of several days to these schools would be necessary to catch the full significance of the work that is being done. Some of our schools have displayed much more initiative, imagination, and courage than others in taking advantage of the great opportunity which the colleges have provided.

We are taking the problem of evaluation very seriously and are making most sincere efforts to discover the results in the lives of students of the changes which the schools are making. The Study will end in 1941. An extensive and careful report of the whole Study and of the work in each school will be made at that time. We shall report failures as well as successes. In the meantime we welcome criticism and suggestion from any source, and we hope that our Study will stimulate competent schools throughout the country to carry on some studies which, in the long run, will enable the secondary schools of America to serve better not only students who are preparing to go to college, but all of our boys and girls as well.

Roslyn, N.Y., Moves Toward INTEGRATION

By F. R. WEGNER and HARRY LANGWORTHY, JR.

Administration
F. R. W.

THE COMMUNITY of Roslyn, N.Y., lies 20 miles due east of Times Square, on the North Shore of Long Island. The community is 300 years old. The present high school building is only 11 years old. This building accommodates 750 students distributed from the seventh through the twelfth grades.

The faculty is composed of 30 young (age is no criterion) men and women who have made good use of the educational opportunities of the metropolitan center and who get a lot of fun out of their work. About two years ago they began seriously to question their own departmentalized, machine-made procedures which resulted in each teacher "teaching" 5 to 6 classes of English or geography or general science to 150 to 180 different individuals.

They began to question these procedures because they failed to see how the drilling of blocks of subject matter, imposed by inflexible courses of study in the textbook, would in any great degree lead to a real

participation on the part of the student in the life of the school or the community. They could not quite understand how assigned lessons or "heard" recitations developed the powers and habits of independence, of individual responsibility, of initiative, or of coöperation.

Creative ideas often cropped out, but often they resulted in antisocial behavior. These results, positive or negative, were particularly apparent since the entering seventh-grader had left a fine sixth grade where learning had followed units of work developed on the activity method. Then too, it was apparent that the different subject fields were constantly overlapping and supplementing each other. Why not present them, or rather let them develop out of the child's participation in some worthwhile interest or activity?

Well, why not? So we did.

Each teacher in the seventh or eighth grades now is in contact with one or two groups of 28 or 30 pupils for a three-hour period. The subject fields of English, social science, and general science form the morning's program, but they are merely the vehicle by which the group moves toward its common objective. This objective or rather these objectives vary with the individual abilities, interests and immediate environments of the different groups, and they vary from year to year.

Because we were not certain how this program would work out in the ninth grade, we tried it for only three of the six divisions. Next year (1936-37) all of the ninth grades will integrate at least three subject fields. The subjects will vary with the ability and interest of the teacher and the groups. In one case, Latin 1, English and social science

EDITOR'S NOTE: *In the so-called "old-line" curriculum, each subject has been distilled, refined, and isolated, more or less, from its natural contacts with other subjects. In the integrated curriculum the purpose is to reverse the process, return to the pattern of real life, teach a number of subjects in one continuous period, as phases of one life problem. The authors of this article give their points of view, as administrator and teacher, on the movement toward integration at the Roslyn, New York, high school.*

will be combined. In another combination will be English, social science and elementary business practises. Mathematics is pretty generally treated as separate subject matter, and traditionally presented, although in several cases it is combined with shop and home economics.

Many concomitant advantages have resulted through the freedom from rigid bell schedules and imposed restrictions. Field trips are easy to arrange. Intergroup meetings, teacher exchanges, library use, a flexible physical education program, opportunities for creative expression—all come naturally through a three-hour time interval. Opportunities for art, music, home economics, industrial arts, clubs, and assemblies, fall in the other periods of the day.

Homeroom organization, as such, is unnecessary. The "integrated" group is the homeroom and the teacher is truly the "guidance" officer. An art teacher without class schedule is free to go to any group that wishes her help in the development of projects.

Fixed seats have largely been replaced by large six-pupil tables and chairs. Work benches with tools, running water, easels for art work, and visual instruction equipment are found in most of the rooms.

The idea of reducing pupil-teacher contacts, combining subject interests, and developing life situations, has been carried throughout the senior high school as far as possible. In the tenth and eleventh grades, combinations of English and social science fields have been made for certain non-regents groups. Combined secretarial practice and advanced shorthand classes operate a state-wide educational office as a real life project. Advanced history, science and English classes are so scheduled that they may be thrown together for two or three hours, for panel discussion and debates which cut across the narrowly conceived subject classifications of each, and develop the interrelationship and influence of one subject upon the other.

Faculty meetings are entirely voluntary and informal—and well attended. The differences of opinion have been the yeast which has made the whole idea move. Naturally our report cards are informal, without subject ratings. And just as naturally we use modern devices to assist us to diagnose difficulties—so that we may assist these young people.

Are we succeeding? We think so. Otherwise we would change our procedures. It would be easy to go back to "take the next eight pages and write out the questions at the end of the chapter." Exactly what happens in each class could best be explained by seven or eight unselected pupils and the teacher. As this is being written the pupils are scattered to the four winds and I have not been able to get their comments. Luckily I was able to corral one of the teachers who has had a year's experience with a group. Mr. Langworthy has written the following account of his experience.

Operation H. L.

As I, a teacher, see the Integrated Program, we at Roslyn are trying to replace a worn-out, departmentalized, rigid, factual, subject-matter education with a broadervisioned, live education, through which a child's experiences, past and present, will be more meaningful in his self-integration as a member of society.

To this end, I set out to devise the bases for a broad course of studies which would in its breadth and flexibility provide wider experiences and more contact with life situations. In so ordering my thinking, I left the details to be worked out jointly by the pupils and the teacher, with each pupil to a large extent developing his own interests.

My teaching program included an integration of ninth year English, general science, and social studies. I believed it was desirable for young people actually to meet life experiences. Rather than study im-

posed, organized units of subject matter in general science and social studies, and carry on English work entirely unrelated to any particular studies, we tried to organize our year's endeavors about a series of broad fields of experiences. We endeavored to provide experiences which would allow contact with all aspects of an individual's relations with his environment and society.

As a result of our cooperatively developed studies, I hoped to see development of better appreciation and use of facts, broader derivation of meanings and evaluations, a better understanding of society, and a better self-integration.

The first step in our year's work together, consisting of three hours each morning, was to get fully acquainted with our individual environment, the home, and to develop our interests and studies from this point. Naturally, there were individuals whose lack of home advantages made them reticent, but we became so intensely interested in (1) studying where our own homes were located in reference to other students' homes, the schools, civic centers, main arteries of travel, and in (2) exploring our own homes—their physical and social features—that all reticence soon disappeared.

Some students made excellent maps of their individual lots and surroundings, some made fine scale drawings of their homes, some preferred to write about their homes, and others in various ways compared their homes with better and more luxurious ones.

Studies were undertaken of the history of housing, with models, explanations, and drawings cleverly interwoven to produce an interesting and valuable story. We were able to have some studies made of materials used in construction. Models of constructions, styles of construction, and insulation were shown to interested students exploring new fields. We were fortunate in obtaining motion pictures of the uses of asbestos and concrete in modern construction, and were able to profit by visits to various plants,

lumber yards and brick yards in the vicinity. As a last word in housing, we thoroughly explored one of the new type pre-fabricated homes of fire-proof construction, and complete electric equipment.

Naturally enough, as our interests and knowledge broadened we studied the sociological implications of people living together in groups of all sorts, family life and problems, health, costs of operating and financing homes, furnishing of fuel, light and power, cost and operation of appliances, budgeting for and purchasing of proper foods, nefarious advertising and adulteration of foods, and a host of other practical sociological problems.

A large number of interesting and valuable contributions were made by interested individuals. As a result we were enabled materially to enlarge our horizons by developing new distinctions and understandings of problems pertinent to successful living.

From these studies we expanded our outlook to broader considerations of communities—state, national, and international—as they are related to our problems of living. Together we continually discovered new facts and interests in our complicated society, and arrived at varying decisions about social problems. But we were ever willing to reconsider and revise our opinions as new experiences threw new light on problems. A harmonious and interested atmosphere of friendly criticism was developed early in the year, and this caused more intense, accurate and authoritative work to be done. Combining oral and written English indiscriminately with a great deal of informal, self-regulated reading, provided a much more worthwhile and usable education in self-expression, new ideas, broader vocabulary and widened horizons of interest and knowledge.

You may say, "What of this? I can do the same things in my classes." Undoubtedly some of the same things can be done, and are done in some departmentalized classes.

However, I have taught these three so-called subjects in a departmentalized school. In such there is not the same opportunity for pupil growth, continued interest and uninterrupted pursuit of large-scale objectives, personality adjustment, and contact with diverse phases of society in relation to life.

We do not follow any prescribed formula of class procedure. As the situation is ripe for class-initiated and directed discussions, we have them. If the situation calls for reading by certain students, they have library and room facilities for their delectation. If some need to work in the shop or other specialized departments of the school, they are free to do so. If help in art, handiwork, or other fields is needed by pupils, expert teachers are available to advise them.

Still others may wish to visit stores, utilities, local business firms and professional men, and they are free to do so when necessary. Susie may wish to work alone, while others may wish to pool their efforts, and they can so proceed, doing their own organization and division of work. Individuals and groups are happy to offer their findings for general consideration to provoke arguments, challenges, and generally broaden the group outlook. Excellent and original exhibits of various types of work are shown for the benefit of all.

This is not an easy program to handle. This program requires a great deal of tact, an enormous amount of thought, a delicacy of restraint to prevent unbridled freedom to do anything, or nothing, that pupils might desire, yet preserve pupil choice and interest. The teacher must be confidant, adviser, and friend, in helping to make personality adjustments. He must be capable of realizing pupils' shortcomings, lack of ability, and deficiencies, and help to remedy them by leading students into fields of interest for remedial work. Above all, the teacher must be the master-pupil in subtle ways, helping to build an *esprit de corps* and the

harmonious coöperation of all. He must bring out the shy and reserved pupils, while redirecting the energies of the more boisterous ones. The purpose is to develop a coöperative community in the classroom. By participation in this little community, the pupils are being conditioned to become better members of the larger community outside.

As I look back over the past year, I can see mistakes both of omission and commission. However, I also see the advantages of broad growth through breadth of diversified experiences, the more effective personality adjustments, the finer development of ideals, discriminations, ability to deal with problems, to make solutions and to regulate actions for better life in a coöperative democratic society.

I am happy in the realization that I have aided my group better to organize their thoughts and actions in a true self-integration. In our constant association it has been possible for us to grow to a fuller understanding of the problems of individuals, and to help each other in their correction. I knew all of my pupils, many of their troubles and happinesses, their foibles and their strengths, and I believe that I was able to help them make readjustments that no one teacher—no three teachers—could do in a school divided into departmentalized classes.

Living together is the only way really to become acquainted. And by no other method than a program that is integrating various fields of study and life's experiences, is it possible for a full play of all relationships, experiences and intimacies that can lead to a fuller and richer life.

I feel that as a result of our year together, each pupil has begun to mold his own life philosophy, flexible yet potent in its foundation on interests, knowledge, and appreciations of what society is, can be, and may be.

SHADES *of* SOCRATES!

An Inventory of the Secondary Scene

By WALTER SCOTT McCOLLEY

JEROME K. BALDERDASH has, as he likes to phrase it, served the public for the past eleven years as superintendent of their interests in education.

Before coming to Compositeville, where he struggled for a year as instructor in commercial law and general science before his elevation to the superintendency, Mr. Balderdash taught manual training in the Union Consolidated High School, a rural institution fourteen miles from Compositeville. At Union he courted and married the daughter of the president of the Compositeville Board of Education.

Previously Mr. Balderdash had been the outstanding student politician of the class of 1922 at the State Normal. Mr. Balderdash did his graduate work at Excelsior College, where he achieved something of a reputation through his unique master's study of "Causes of Unhappiness Among Fourth-Grade Boys."

A digest of his thesis was published by Mr. Balderdash in the September, 1930, *Journal of Scientific Education*. Mr. Balderdash has done considerable lecturing on Causes of Unhappiness Among Fourth-Grade Boys, appearing before such groups

EDITOR'S NOTE: *Mr. McColley ("Feudalism in Education," "Modernizing Secondary Education") offers a gallery of caricatures of secondary educators. Each character in this article is fictitious. These caricatures are composites of traits that the author believes to be all too prevalent in secondary education. Having introduced you to the staff of the Compositeville high school, Mr. McColley analyzes the situation and suggests four things that might be done about it.*

as Parent-Teacher Associations, teachers' institutes, and luncheon clubs. In 1932 Mr. Balderdash considered running for the office of State Superintendent of Public Instruction, but after being offered a thousand-dollar increase by the Compositeville Board of Education he announced to the press that he proposed to sacrifice the golden calf of political position on the altar of service to Compositeville.

As directing head of the Compositeville Public Schools, Mr. Balderdash has devoted himself untiringly, as he told the Mother's Club, to ferreting out and eliminating causes of unhappiness not only among fourth-grade boys, but among all the youth of Compositeville. "A song in the heart," he says, "is worth two in the tavern."

Mr. Balderdash's program requires each teacher to keep a case record of every pupil, noting in the record each evidence of unhappiness and the probable cause thereof. "And by 'evidence of unhappiness,'" he explains to his teachers each fall, "I mean any anti-social behavior, from spitball throwing to habitual leaving the room." These case records are used in an annual behavior clinic directed by an imported psychiatrist who costs the school board five hundred dollars a visit. But, as Mr. Balderdash's father-in-law says, "Nothing is too good for our kiddies." And, as Mr. Balderdash pointed out in an eye-opening public letter to critics of the plan, Hallowe'en damage has been reduced from an annual loss of \$946 in 1926, to \$839 in 1936.

Mr. Balderdash has a flair for the well-turned phrase, one of his favorite maxims being "Forthrightness begets forthrightness." A more cryptic Balderdashism is

"Happy creatures make good teachers." Mr. Balderdash prides himself upon the high quality of his faculty, and rates his teachers upon a ten-point scale, based, he says, upon the Ten Commandments.

The sixth, seventh, eighth, and ninth grades of the Horace Mann building have been combined by Mr. Balderdash into what he terms masterfully the "Junior High School." Mr. Balderdash points with pride, in public utterances, to the widespread adoption of his Junior High Plan throughout the country.

In the junior high school the reading, grammar and penmanship are taught by Miss Pansy Posey, who is well and favorably known throughout the county for her vivid dramatic rendition of "The Regeneration of Simon Legree." Miss Posey is president of the Saturday Literary Club, which she organized the winter after coming to Compositeville. Miss Posey subscribes to the Book Review Digest, and can discuss critically all the new novels. She sponsors a Junior Literary Guild as an extra-curricular school activity, and last year led her young club-members in a study of the life and works of Vina Delmar. Her junior-high-school girls may be identified by their tendency to simper, and by their persistently indiscriminate use of whom, and by their self-conscious use of one as a pronoun. The junior-high boys regard Miss Posey with the same cordiality they might exhibit for the witch of Salem.

Fanny Lash, instructress in arithmetic, algebra, general science and girls' physical education, wears flat-heeled shoes. She is proud of the muscular development of her arms and legs, and has a profound contempt for all men whose chest measure does not exceed their hip dimensions by at least four inches, and is reported to have floored the bad boy of last year's 7-B arithmetic class and to have sat upon him until he apologized for drawing her picture as Lady Godiva.

Barbara Bragg, in charge of junior-high

dramatics, has classes in ninth-grade English and instructs in music, art and sewing. Miss Bragg wears no man's collar and is constantly at loggerheads with the principal, whom she considers an unregenerate sissy. The perennial issue between Miss Bragg and the principal hinges about the question of classroom seating arrangements. Miss Bragg runs to Mark Hopkins informality, which Mr. Balderdash does not like, feeling as he does that any departure from the conventional leads to unhappiness.

Mr. Balderdash has felt it inadvisable to raise a personal issue with Miss Bragg, who has a tremendous local following, so he deputized the junior-high-school principal, some five years ago, to put an end to the nefarious practices of Miss Bragg. But after five years of guerilla warfare, Miss Bragg still arranges her classroom chairs in a semi-circle.

Tempus Fugit, M. A., is principal of the Horace Mann building. Mr. Fugit, whose vocational interest is in osteopathy, took up teaching during the lure of high salaries following the war and hopes to return to Kirksville some day. Mr. Fugit is thoroughly convinced, as he teaches his classes in social science and boys' physical education, that he is not receiving fair treatment in Compositeville. It is especially galling to him that with his master's degree he has to waste his ability in elementary-school work when everyone knows that the principal of the senior high has only a bachelor's degree.

Mr. Fugit has not spoken to Miss Bragg since the day when after asking him whether he used the Thorndike scale and listening sardonically to his reply that the Health-O-Meter is better, she smiled acidly and said as she turned away, "I supposed that even you would have heard of the Thorndike Reading Scale, Mr. Fugit." Miss Bragg, incidentally, says that it was Mr. Fugit who started the sensational report that Mr. Balderdash is losing his mind. Miss Bragg intimates that Mr. Fugit hopes that some day he will get Mr. Balderdash's job.

Mr. Balderdash identifies himself socially with the senior-high-school teachers who live in a hemisphere apart from the teachers of the lower evolutionary levels. This higher caste draws a thirty-three and a third per cent higher average salary than do the elementary teachers, and owns a markedly higher prestige in the community.

The principal of the senior high, who drives a new Studebaker as compared with Mr. Fugit's 1931 Chevvy, is Mr. Martin Foggorn. Mr. Foggorn is a Rotarian, and teaches the Men's Bible Class of the Congregational Church. Among friends Mr. Foggorn professes an active contempt for the petty activities of men, especially for what he calls "the widespread Gilbert-and-Sullivan institutionalization of the Lilliputian and the canonization of the Brobdingnagian." Mr. Foggorn's thought processes are nurtured by his wife and by his own wide reading, most of which is done during school hours.

Mr. Foggorn is not an educator by inclination, believing on the contrary that his future lies in politics. Mr. Foggorn's stentorianism daily reduces to tears the more timid of the rule breakers among the student body, although the more hardened offenders may be seen leaving the office wearing grins in varying stages of perceptibility.

Matilda Armbruster, science teacher of senior high, has served as president of the League of Women Voters, as secretary of the W. C. T. U., as vice-president of the University Women's Club, and is now president of the Affiliated Women's Clubs of Composite County.

Miss Armbruster was employed six years ago in the face of the candidacy of four men, and has worked tirelessly since to prove her superiority to all masculinity. She has been instrumental in establishing the C. H. S. Museum of Natural History, which features a stuffed alligator, a large assortment of butterflies and moths with pins struck through them, and a wide variety of worms in season. Miss Armbruster is relentless about

making the girls cut up their own crayfish, even though the practice worries Mr. Balderdash for happiness reasons.

Miss Armbruster's patronizing tolerance holds Mr. Balderdash slightly awed in her presence, which he avoids as consistently as courtesy will permit. Miss Armbruster likewise has cast a spell over Mr. Foggorn and has appropriated, without benefit of officiary, the title of assistant principal. She is reported to have explained to an inquiring student that *E. Pluribus Unum* is the name of a newly discovered chemical element, and in a talk before the Rotary Club she credited Emile Coue with the discovery of radium. But aside from such slight and occasional mental maelstroms, Miss Armbruster is highly regarded as a lady of science.

Karl Blanc, self-appointed head of the social science department, insists that the textbooks are full of errors. He flies into a rage when disputatious students insist that Franklin ate rolls rather than crullers, or that Napoleon died of stomach ulcers rather than arsenic poisoning. Mr. Blanc spends a great deal of class time recounting personal experiences, and there is a saying about the school that if you want an "A" you have to laugh at Blanc's puns. Mr. Blanc was temporarily nonplussed last year when, after he had told of a personal interview with the unfortunate Maximilian of Mexico, a bright student commented that Mr. Blanc must therefore be at least ninety years old.

Mr. Blanc formerly waxed enthusiastic about the Marxian ideal of socialism, but upon complaint by the Compositeville Chamber of Commerce, relayed through Mr. Balderdash, he has of late limited his crusading to vituperative attacks upon the boll weevil and the army worm.

The field of mathematics is prepared for the young gleaners of C. H. S. by Franklin R. Sevier, who estimates that there are two thousand four hundred ninety-six living descendants of old Melancthon Sevier, his great grandfather to the tenth power, who

came to America as a Huguenot fugitive in 1637. Mr. Sevier's favorite exercise for advanced algebra classes is to require computation of the possible number of his cousins if each generation increased at the rate of X number of offspring.

Mr. Sevier is a member of the Compositeville Better Music Foundation, and although an inveterate bachelor, he rents a five-room apartment in which to keep his music library and a prized assortment of musical instruments, including a grand piano, a bass viol, a tuba, a zither, a harpsichord, and a set of rare oboes. It has always been assumed that Mr. Sevier never married because he feared it would interfere with his hobby of music, although as a matter of fact Mr. Sevier was forty-six years old before his salary would permit him to have even a family of musical instruments.

Mr. Sevier lives by inexorable schedule, which he explains in detail when on rare occasions he goes to bridge parties. In class Mr. Sevier is as rigid and uncompromising as the Pythagorean proposition. There have been so many nervous breakdowns among Mr. Sevier's girl students that Mr. Balderdash contemplates investigating Mr. Sevier's Unhappiness Record.

Latin, French and Spanish are taught by Estella Deutsch, who speaks German fluently. Miss Deutsch has spent several summers in France, where she has relatives in Alsace. It leaked out in Compositeville, through the postmaster who has a brother-in-law employed in the American consulate in Paris, that summer before last Miss Deutsch was arrested by gendarmes.

It appeared that Miss Deutsch had been taking pictures of government buildings when seized, and her German accent, coupled with her inability to handle the language, had made an extremely bad situation for her. She was finally released after spending two days and a night in a lock-up, but only upon the intercession of the American consul.

Miss Deutsch sponsors a high-school club

called The Romancers, which has the constitutional aim of furthering appreciation of the languages of Latin derivation. The organization has a large membership, due partly to the club name and partly to the monthly dances which carry out the foreign language motif by having programs mimeographed in Spanish or in French. Miss Deutsch interprets the French "oui" as "oy," so that dialog exercises in her classes are decidedly cosmopolitan in effect.

Harriet Cringe, hired at the depth of the depression to teach English, is the underdog of the high-school faculty. Although holding the Ph. D. from Marigold University, Miss Cringe is the lowest salaried of the high-school teachers, and lives in constant fear of losing her job. When first she came to Compositeville Miss Cringe was inclined to insist upon her right to be addressed as "Doctor," thus bringing upon herself the ill will of the Composite County Medical Association, which unofficially branded her as a quack. In later efforts to exhibit the humility which might atone for this forwardness, Miss Cringe developed a loping, tip-toed stride which has been imitated by the students and dubbed the Cringe Canter.

Her classes cause Mr. Balderdash no end of worry because the students carry on with such a degree of boisterous merriment. This worry would seem inconsistent on the part of Mr. Balderdash, convinced as he is of the value of happiness, except for the fact that, as he explains, "such blatancy is merely a masochistic pseudo-happiness, as pernicious as melancholia."

Too, Mr. Balderdash has grave doubts as to the efficacy of Miss Cringe's English teaching, about which he has often spoken to Mr. Foggorn. Mr. Foggorn usually tries to confer with Miss Cringe during the second-hour English II supervised-study period, at which time Miss Cringe breaks down and cries, the students utter muted boos, and Mr. Foggorn retreats in confusion.

Miss Cringe has resorted to various devices to secure order and attention in her

classes, her first expedient being to devote a portion of each period to group singing of songs popular in various phases of literary history. This, however, practically turned the class into a shambles, and Miss Cringe adopted the more pacific plan of reading articles from *The Atlantic Monthly* during the period, requiring that the students hand in digests of these excerpts at the close of each session. Several students have turned in resumes of such classics as *Jack and the Beanstalk*, *The Three Bears*, and *Mary Had A Little Lamb*, which Miss Cringe doesn't recall having read about. But she doesn't know quite what to do about it.

The athletic director, who teaches two classes of social science electives, is Howard Dullard, one of the famous "Fightin' Fools" of the 1930 McKinley University backfield.

Mr. Dullard's classes are always crowded with potential eligibles who ordinarily never make better than "D." However, under the Dullard magic, there are produced numerous "A" and "B" students. No one has been known to fail a Dullard course. Mr. Dullard never marks quiz papers, and runs to Scotch jokes, so that from the happiness angle Mr. Balderdash is eminently pleased with Mr. Dullard's class routine.

In six years Mr. Dullard has produced four conference football championships as well as a state championship in basketball. Mr. Dullard has a great contempt for the principal of the high school, whom he calls, sneeringly, "Platto" Foggorn.

On a recent occasion when Mr. Foggorn remonstrated with Mr. Dullard anent the quality of Mr. Dullard's academic humor, Mr. Dullard ordered Mr. Foggorn out of the room. Subsequently Mr. Dullard remarked about town that if Platto Foggorn didn't lay off him he, Mr. Dullard, would smack him down.

Commerce is academized in C. H. S. by Patricia Plugger, who was graduated from Barnum's Business College with the degree B. C. after finishing the two-year course at the Y. W. C. A. college. Miss Plugger

tried for two years after completing her business course to hold an office job, but because of inaccuracies in taking dictation and a general messiness in transcription she was never able to hold a position longer than a week.

Miss Plugger is known to the students as "Sis" Plugger, because of a story that she was fired from her last job because she saluted an important but touchy correspondent of her boss as "Dear Sis." Miss Plugger's students have won shorthand and typing contests galore, and last year Miss Plugger turned down, she reported, a very attractive offer from an unidentified, but large, city school system.

The manual arts are in charge of Montgomery Staats, whose local prestige grows out of the excellence of an annual exhibit presented by his department. Mr. Staats is a liberal patron of dealers in ready-cut materials, enabling his young craftsmen to turn out articles in no whit inferior to Grand Rapids products, and with a modicum of effort on the part of Mr. Staats.

To open his yearly exhibit Mr. Staats addresses the P. T. A. on "Character Development Through the Hands." In his speech Mr. Staats tells how he worked as a lad under the tutelage of his grandfather, a Tyrolean peg-craft artisan. Mr. Staats recalls vividly how proud he was of his first piece of work, a really beautifully wrought what-not. However, the grandfather detected an ill-fitting mortise and, flying into a rage, smashed the whole thing to bits. "That," observes Mr. Staats, "taught me a never-to-be-forgotten lesson."

The spirit of music is epitomized in the Compositeville High School by Miss Milliecent Golightly who was employed by Mr. Balderdash after an exhaustive investigation of available candidates, aware as he is of the importance of music in developing what he terms the "happy habit." Mr. Balderdash, incidentally, is boastful of the fact that his is the only school system in the country where music is required both in

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elementary and in high school. "I'll admit it's revolutionary," he told the Daughters of Union Veterans, "but can you point out one single solitary instance of progress without revolution?"

During her first year in presenting compulsory harmony in the high school Miss Golightly was hard put to interest the boys of the lower seventy-five per cent in "Pippa Passes," which they were vulgar about anyway, and in "Love's Old Sweet Song." In an emergency when she thought surely she was going to lose her job Miss Golightly turned in desperation to "The Prisoner's Song" and "The Man on the Flying Trapeze" and "The Music Goes 'Round." Now the boys harmonize with a gusto that warms the cockles of Mr. Balderdash's heart, although it chills the Golightly soul.

Casper Stooge is the agriculture teacher at C. H. S. Mr. Stooge is very close to Mr. Balderdash, who cultivates Mr. Stooge, some are uncharitable enough to say, because Mr. Balderdash likes to have an under-cover agent. It was through Mr. Stooge, for example, that Mr. Balderdash learned of the rumor that he, Mr. Balderdash, was losing his mind. Mr. Balderdash spiked that rumor, it might be explained, by requiring that all teachers submit themselves to examination by the imported psychiatrist. Mr. Balderdash offered himself as the first subject, the psychiatrist finding the Balderdashian mental condition not only remarkably sound, but practically on the genius level.

Next to Mr. Balderdash and Mr. Fogorn, Mr. Stooge is the most widely publicized member of the faculty. In spite of, or perhaps because of, the fact that Compositeville is essentially urban, the activities of Mr. Stooge's agriculture boys offer very good copy for the local newspaper. His agriculture projects are regarded as socially valuable and economically vital.

One of Mr. Stooge's proteges recently made the Associated Press dispatches with his project of raising Great Angola frogs. The frogs multiplied so rapidly under the

scientific care offered by Mr. Stooge's young agronomist that the original four frogs became the ancestors of a plague of frogs that might have devastated Compositeville except for an unseasonable but providential drouth.

. . . .

In this inventory of a public school teaching force the method of caricature has been employed, not with the purpose of holding up to ridicule the genus educator, but with the more constructive object of diagnosis. That the types presented above are not blatant exaggerations will be so apparent that anyone at all familiar with the educational scene can substitute real names for some of the allegorical ones, or at least recognize some of their flesh and blood counterparts.

Without yielding too much to the Freudian concept it can be stated, perhaps axiomatically, that the most common cause of eccentricity among women teachers is biological in origin. Some day it will be recognized generally that to enforce rules against the employment of married women as teachers is one of the gravest of the crimes committed in the name of public education.

To achieve efficiency and the professional status, a first step is to remove marriage restrictions upon employment in teaching.

After recruiting a professionalized personnel, a second requisite to educational progress is the restoration of individual responsibility to the teacher. With trained, intelligent teachers, it is doubtful whether a single argument remains for a straw-boss system that makes automatons of them. An educational hierarchy reduces the value of the tens or hundreds of minds ostensibly employed in a school system to the level of the one head which runs the thing.

A third requisite is that students be recognized as having the consumer's normal right to refuse to be exploited. The smart teacher under the old dispensation is the one who organizes his work and his general activi-

ties with the aim of impressing those who do the hiring and firing.

Effective teaching is recognizably impossible without the coöperation of the learner, but it seems not yet to be generally recognized that it is a waste of time and money to force children to go to a teacher who is recognized even by them as hopelessly incompetent. (The "even" is interpolated as a sop to adult vanity.) Public school pupils might, by the way, be given an effective voice in the selection of teachers by the abolition of compulsory attendance which, of course, is the bulwark of poor teaching.

A fourth requisite in the campaign to rebuild and to revitalize education is to establish national standards sufficiently high and sufficiently rigid to eliminate the unfit and to end the widespread, frequently random, experimentation which usually masquerades as scientific education. Low or inconsistent standards, coupled with the evil of securing appointments through influence, have made it as easy for the poor teacher as for the good teacher to get a job—and once a job is landed it seems that God alone cares whether the incumbent is highly skilled in pedagogy or adept only in the dark and devious ways of social manipulation.

By way of summary, let us re-examine the

Compositeville faculty in the light of the above requisites. Note how the removal of marriage restrictions would help to avoid the catastrophes of the Cringes, the Lashe and the Armbrusters.

Note how the restoration of individual responsibility to teachers, through removal of the straw bosses, would make available the mental capacities (previously unused and perhaps unsuspected) of all the instructional staff, and by removing the motive, help to end the old pastime of fooling the supervisors. There should be an end to such internece warfare as arises through resentment and jealousy. Cf. Fugit v. Bragg, Fugit vs. Balderdash, Foggorn v. Dullard.

Note, too, how giving the students the salutary privilege of participating in the selection of teachers could go far toward reforming the stallers, the lazy and the nincocompoops—the Fugits, the Blancs, the Seviers, the Deutsches, the Pluggers, the Foggorns and perhaps even the Dullards.

Note further that the establishment of nationally enforced high standards would make impossible the use of the schools as relief employment agencies and would make it impossible for one employee to waste the time and money of all concerned, in the practice of brainstorming a la Balderdash.

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38 Pupils in this English Course Achieved PUBLICATION

By E. CLAYTON McCARTY

SOME fundamental mistakes in teaching methods have impoverished English until it is dying from the lack of nourishment of interest.

English has been divorced from life. As English teachers we appear to have nothing to do with ideas, with what a small speck this earth is, with what makes a tree leaf green, with the strivings of a race to adjust itself to nature and to its own members.

We say to the student, "Write! Write a theme to illustrate the use of the topic sentence," and forget to mention that paragraphs do not need topic sentences, are indeed stronger without them. We command, "Give ten sentences containing dependent clauses," and leave an impression that all sentences, to be correct, must contain dependent clauses.¹

Not content with that, we lose sight of the fact that our students are full of nebulous dreams, of half-formed interests that need only expression to turn them into ac-

tivities. Blindly, habitually, because of inertia or lack of foresight and imagination, teachers impose upon these students enervating theme topics from which all vitality and serious thought has been sapped, or topics so didactic that only a musty scholar would find joy there.

Students are interested in life-outcomes of English. Why shouldn't everything they write be dictated by their interests in other fields? What is there in the subject of English to write about? Book reports? Work for parrots. The number of appearances of a certain verb form in Shakespeare and his contemporaries? By all means a good subject for any student who has formed a passionate attachment for that verb.

But what of the boy who finished grinding his mirror and mounted his telescope last night? Or the one who only faintly imagines he might like to peep at the stars some evening—given the opportunity to do so with the least expenditure of thought and effort—when he gets through wondering how it would feel to pilot Byrd's airplane?

Sometimes when we write down our thoughts, the crystallization either fans the flame of enthusiasm and transmutes it into energy and movement to satisfy that interest, or the interest is dragged to the surface and shown as the half-baked, anemic thing that it is. In the latter case we are freed from that dream and are ready for another.

Many moves have been made to resuscitate the subject of English. To most of them merit is due. The cries for teaching only minimum essentials, the unit system, silent reading combined with the English laboratory, injection of dramatization and other activities and projects into literature teach-

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EDITOR'S NOTE: *Here is a success story that will astonish many of our readers, and give them a new idea of the possibilities of high-school composition courses. "In competition with adult writers, these youngsters, in the space of fifty-four weeks, had fifty-two manuscripts accepted by fifteen different magazines. A total of thirty-eight young eighth- and ninth-grade authors drew acceptances."*
Mr. McCarty, who teaches English in the George Washington Junior High School, Pasadena, California, tells how he piloted his pupils to these successes.

¹ According to Howard Francis Seely (*On Teaching English*), in spite of the time English teachers spend teaching voice of verbs, it is impossible to make a language error that is purely one of voice.

ing, have all brought some results. In another direction, absorption of English into social-science integration units tries to revive both subjects, with varying success.

Attempts to doctor English itself fall short of the mark simply because they still adhere too closely to the old course content. We allow students to read presumably for enjoyment and then spoil the effect by taking what they have read to pieces.

English teaching has been a long story of emphasis upon form. In attempts to revivify the course, confusion has resulted to the point where now a student receives social conversation in ten lessons,² narration in fifteen, sandwiched between a complete and thorough appreciation of literature down to the last derivation of the last dead word-carcass. The whole thing is wrapped in a cellophane coating of motivation, neatly tied with subjunctions, verbal nouns, and demonstratives. It is stuffed down the pupil's throat in many cases by a person who became mummified the day he started picking avidly at the bones of literature and forgot that these forms once held flesh and vibrated with emotion and life interest.

We allow students to draw maps of Ivanhoe's country, plans of his castle. Johnny brings a piece of stone his parents picked out of some English lane, and lo! we have motivated the indecent exposure of Scott's skeleton to a lethargic group.

And now social science is attempting to absorb English in the "newly discovered" integration method of the ancients. Were it not that English is so important, that intelligent reading is basic to understanding in all fields of knowledge, just as thoughtful writing and speaking are necessary to the expression of all subjects, the temptation would be to say, "Go ahead. Perhaps you can synthesize where we have dissected."

But in a desperate effort to cover more history, there is a grave danger of losing sight of the importance of English. In re-

² Consult almost any course of study.

quiring all students to "integrate," with social science as a core, we are once more setting up a mill and grinding our victims through it.

Any subject has two functions: one utilitarian, the other enrichment and background-building toward a broader understanding, appreciation, and enjoyment of life. In its utilitarian phase, English is a medium for the understanding and expression of all ideas. On its enrichment side it promotes literature as a mirror of men's thoughts and ideals, literature as pure enjoyment, and composition as a means of self-expression and a pathway to appreciation. In its more specialized uses the subject develops the creative writer and the student of the English language.

English composition has a direct utilitarian contribution to make to life. In this form its subject matter and its emphasis must come from those knowledge groups it serves. Not many students are interested in composition for composition's sake, but most could be made to see and desire it as a tool for expressing ideas in their own fields of major interest.

In life we write mainly for the purpose of impressing our ideas upon someone else. In school, up to now, we have written to receive a grade. In life we write speeches and papers on our work to be read at meetings of our co-workers. We prepare reports of progress, we contribute to our trade and professional journals, we compose letters and engage in conversation. Ordinarily, in life, our composition is done with a definite end in view—advancement in profession or in friendship. It does not seem far-fetched to suggest that English serve the students in this way.

Much of the preparation for composition in this phase should be done in a student's major subject class.

An instructor who has a lively interest in the subject he teaches would constantly drop hints upon topics that require research, problems that need to be placed

upon paper. He would, in his teaching, pause to say that this or that phase of the topic under discussion is not very familiar to the world in general, and could well be worked up into a popularized article. And the student would possess the insight to see many leads for himself because he would be interested in the subject—if he were in a school which makes any attempt at satisfying individual interests.

Subject matter in the composition would be criticized by the subject teacher. But certain problems arise in this utilitarian phase of English that need the help of an English specialist. Certain fundamental usages, language habits, forms, rhythms in writing can be developed by him. His is the duty to help in the preparation of the manuscript for its particular purpose. He must develop a vocabulary which is wider than that required by one subject field. Therefore, why teach utilitarian English apart from the subject matter it serves?

And just as important, why teach creative English in a hodge-podge of letter writing, topic sentences, phrases, "busy work," and other sops for feeble minds and parents?

English composition in its enrichment phase is creative. Of course all thought, utilitarian or otherwise, is creative, but the word, in the English field at least, has come to connote imaginative or fictional creation. As such it will be used.

There is a certain knowledge and understanding and appreciation of methods and problems of writers of literature that comes out of doing some intelligent creative writing of our own. There is no need to develop whatever talent we possess to a professional degree in order to promote growth of these appreciations. By working in the same mediums with great creative authors we gain insight, our minds certainly are attuned to their viewpoints, a common ground of a sort is established.

As a result, we see literature differently and more thoughtfully. We perceive its

framework and form then, but we view them in the appreciative light of our own experiences—and not because some instructor who has never written a creative line in his life holds them dangling and exposed before our unwilling eyes, stripped of all their glamour. Every English teacher should be a writer. He would cease to commit a few sins against decency if he were.

It is almost a truism that self-expression of some sort is good for the soul. Writing is one of the expressive arts and takes its place with music and dancing and painting. He who does not express himself in some way becomes passive and probably dies as far as good living is concerned.

The foundations and interests of those who want to follow creative writing as a life goal could surely be laid down in the English course. It is not done now because few teachers of English understand the problems and preparation necessary for creative writing. Why should any student with the necessary initial talent need to learn from bitter experience the tricks, the attitudes one must acquire to write successfully?

Ten years could be taken off the apprenticeship of any young writer by a good teacher.

There is a common ground upon which both utilitarian and creative English could be brought together. There are ways to enliven sentences by vocabulary appeals to the senses, by tricks of emphasis and variety of grammatical construction that make for rhythm, continuity, force, and even beauty. Even a mathematics text written beautifully is more worthwhile than a halting expression of those ideas and concepts. These are the projects of English.

The new school should provide a chance for English to realize these goals. Its English teachers should have a time appointed with groups of students from other interest fields, gathered there for the definite purpose of expressing their interests attractively and forcefully. Those teachers should drill

intelligently, always with clear and understood reasons, always in short periods and with single purposes. And with these major interests as starting points, a wider appreciation can be caused to grow.

Those who are interested in English as a major field could be encouraged, given a certain part of the day to work out their ideas with the help and encouragement of a teacher whose ideals and tastes are similar. These students he will guide to many broad secondary interests, knowing that only from these come the flesh and blood of creative writing. He will encourage them to study life, to formulate opinions and philosophies of their own, and to see, to tolerate, and to understand and evaluate fairly those of others.

With his friendly interest the embryo authors would send their ideas out into the world, publish them in magazines, start school literary publications which would not only print fiction but contain as well a science section, a mathematics department—and be a great force for broadening education.

In life, the composition aim at its highest is publication. Therefore, if the school should attempt to set up an end as vital, it must of necessity be publication also. But could an ordinary class be taught to gain such recognition in periodicals of the day? Could young students be given this knowledge through study of editorial requirements and marketing methods? Would there be any hope of receiving an editorial check and publication as a reward for good work, instead of grades and empty symbols?

An experiment planned to try this was conducted over a period of two years in my own ordinary English classes. All non-essentials, "busy work" which cluttered the course of study, were thrown overboard. The students were permitted to follow their own interests.

During the first semester, eight acceptances were garnered from editors. With another group of students the second semester,

the experiment grew. Of a class of thirty eighth-grade pupils, seventeen published in magazines, many of national circulation, before the end of their one semester of creative writing. Ten from a class of twenty ninth-graders published at the same time. Some of these students sold their efforts for as much as two cents a word. One had as many as four acceptances in one short eighteen-week semester.

Imagine the zest with which these youngsters went about their English composition. Every mail delivery became an adventure for them. Conversation in class changed from, "What grade did you get?" to, "Have you heard from your article yet?"—from, "Let me copy your exercise," to, "Don't bother me. I want to get this into today's mail."

They besieged me in the halls, on the streets, and at home with excited questions: "Say, I made a trip to Crystal Cavern last weekend, and I took some snappy pictures. I think I could do five hundred words on the origin of caves."

"My mother has made some new quilt patterns. I sketched them in India ink. Everybody's sewing quilt patches now. I just wondered—"

How purposeful it made their trips and observations! Casual hanging around a garage or workshop on Saturday might bring two hundred words on some new gadget. Mother's problems with the small people in the house became interesting as possible story ideas for children's papers.

Often I was greeted with, "Here's a new magazine I picked up. Looks like a good market for Mary's poetry. She writes that type with the homey atmosphere about geraniums on the window sill."

Their critical sense developed definitely. When they opened a magazine they looked for more than a "keen" story. Its editorial policy and the style and length of its articles crept into their comments. Students are only waiting for a reason to think.

It was a constant joy to watch the faces

of those lucky students who brought editors' checks to show. They tried to make the whole affair a casual, all-in-the-day's-work sort of thing, but their whole inner beings must have been singing a triumphant paean of delight, for there was a glow in their eyes which they could not hide.

An acceptance brought into class seemed to send an electric shock through the students. There was envy in the eyes of some, and resolve in others. The whole group set grimly to work for a fresh onslaught upon unsuspecting editors.

When we first began the experiment, none of us really believed we would get an acceptance. The class decided that each member should try at least until he had six rejection slips. One boy sent three fifty-word articles to *Colliers'* with the request that they return two rejection slips for each article instead of one for the whole batch. The editor certainly must have possessed a real sense of humor, for he sent back a check, two articles, and the required number of rejection slips.

The boy quit school the next year, went to Arizona and took a job on a cattle ranch. Last year he sent his father a check with three figures on it, a small part of the money he had made writing westerns for the pulps.

The secret of publication is the art of finding out what an editor wants and giving it to him in the form and style in which he desires it. In order even to get an inkling of how to pass this on to students a teacher should be constantly striving to make the magazines himself. It is fascinating, and will open up many new joys to the teacher. (Editor's Note: English teachers who have any interest in encouraging their pupils to write for publication should by all means obtain copies of *The Writer's Digest*, published at Cincinnati, Ohio. This journal for professional writers publishes market notes in each issue, including the needs of magazines for which beginners would write.)

When one broaches the subject of writing for publication to a class, there are two

distinct reactions. The majority laugh. Writing is done by some mysterious quirk in the brains of geniuses, not by common clay like themselves. A very few, possibly only one or two, will stare back at you with dreams in their eyes.

But we begin in a small way studying the short filler articles used by editors of Sunday School magazines, boys' and girls' papers, and even the smaller household magazines and trade journals. I hesitate to use the word study, because we try not to be so formal as that.

It is not long before someone looks at an article and says, "That's not so hot." Then he tries one. Gradually the entire class becomes interested in writing up their hobbies, collecting strange facts, taking pictures.

These eighth- and ninth-grade students did not use their tender age as a wedge to open editors' hearts. They did not pose as child prodigies. Their manuscripts were mailed without comment, just as the freelance writer's work is sent, with the name and address in one corner, the number of words or lines in the other, and under that the laconic "at your usual rates."

In competition with adult writers, these youngsters, in the space of fifty-four weeks, had fifty-two manuscripts accepted by fifteen different magazines. A total of thirty-eight young eighth- and ninth-grade authors drew acceptances. From these, ten repeated with a second acceptance, one eighth-grader had three publications, and a ninth-grade boy sold four articles. Between seventy-five and eighty manuscripts have been published to date.

Titles of some of the articles indicate a breadth of interest and wide reading that should make cultured, intelligent men and women out of these young people if they can only be encouraged to continue.

Crystallization was the subject of an eighth-grade girl's article that sold to David C. Cook's *Girls' Companion* for one-half cent a word. Another eighth-grader received a check for two hundred and fifty words on

the subject of matches. Other articles discussed the great China wall, feeding Europe on her own production, geometry, origin of the English language, the romance of aluminum, some recent scientific achievements, animal inks, how to use the library.

Thirty-eight of the manuscripts accepted were poems, thirteen were informational articles ranging from fifty words to seven hundred words in length, and one was a short story. Under the pressure of interest, students proved themselves able to accomplish this in one brief semester. The school set-up was such that none of them could take creative writing a second semester. It is only through sacrifice and extra-curricular work that a student can continue creative work in our present school systems.

These young writers were given no assignments to bring in day by day. They were too busy thinking daring thoughts and doing daring things to need any. No one asked what he should write about. He had plenty to say once he found out that it would reach a worthwhile audience.

Education and culture come from what we do ourselves, not from what we learn under the pressure of teacher supervision and assignment. Teaching, to be successful, consists in encouraging and stimulating the desire to continue to learn throughout life, and in the ability to show how to continue to learn. All should be taken to the crossroads and guided a short way down each bypath of educational interest. There should be built up in each student an intense curiosity and a desire to see what lies beyond the next turn and over the horizon on each road.

Students have been passed on from year to year with a paucity of idea and a still greater lack of words with which to express even such an assignment as, "My Most Embarrassing Experience." Open almost any textbook on composition. You will find this topic suggested as good for at least a page of effort, and planned to take a class off the teacher's hands for a full period. It is no wonder that writing of any sort is hard la-

bor to students. It is easy to see why they approach composition with little confidence, and often with dislike.

Next in importance to idea, one of the first duties of an English teacher is to help those pupils acquire a good working vocabulary, a set of vivid symbols with which to express their interests.

The study of words cannot be taken up in a block of a week or a month and then dropped, nor is it any more helpful to require a notebook in which the student dutifully enters a few pen-twisters which he learns to spell, and which he uses in a sentence to be handed in for a grade. That one sentence is likely to be the student's farewell tribute to the new word.

The student needs in his notebook a wide selection of words for the common actions, a fat section stuffed with ways and means to appeal to the senses, all classified intelligently,³ and all collected by the student himself. And above all, in his mind should be a clear idea of the purpose of this collection. A semester of work should furnish a pupil with several thousand words.

During that time it is up to the teacher to provide a goal which will insure the incentive to keep that notebook open on his desk while he writes. Notebooks such as these should be started the first year a student begins composition, and they should be cumulative affairs throughout the rest of his life. He will make them so if he has a reason. He does not mind working if he sees a worthy end.

An outcome of this activity is a very definite feeling of power and ability to use words well on the part of the student. Most of them approach any writing with increasing confidence thereafter.

What can be done for composition can be accomplished for literature. It is my personal opinion that appreciation of litera-

³ A simplified classification on the order of Roget's is quite understandable to students. The class divides the labor of such an undertaking, and each member shares his words. (Roget—Thesaurus of English Words and Phrases.)

ture can best be approached through composition. But there is not time nor room in this paper to discuss the point.

I shall also raise another point, and leave it still a question. English composition should never be stimulated by assigned reading. It is the view of the artist Peppino Mangravite⁴; the idea crops up in various places⁵; and on every hand we see the poor stiff results of form worship when some unimaginative English teacher has run it into the ground.

In conclusion, creative composition need not be confined to the high intelligence

⁴ He believes that the use of models to stimulate art expression is simply encouragement of imitation. (Gertrude Hartman and Ann Shumaker, *Creative Expression*, 1932.)

⁵ Uzzell, Thomas H., editor and member of faculty of New York University, "Creative Writing, A Professional View," English Journal, Vol. 24, pages 10-17, Jan. 1935. Uzzell does not believe that reading should ever be used to stimulate creative imagination. Successful writers do not absorb inspiration from classical writers. Their success depends on intense interest in life itself, and endurance to enable them to survive the labors of self-discovery. He describes the method of Harlan Logan, New York University, who has college freshmen write life experiences with no thought of the tools of writing. Proofreading comes later. Models are studied for subject matter rather than for style.

levels. The genius uses beautiful English, but anyone can write interesting English. Here is the poem of a seventh grade girl, I.Q. of 72:

Camping On the Deserted Desert
 Camping on the deserted desert;
 Building our tents with joy;
 Seeing the bubbling crimson
 Of the sunset sky
 Joining with colors all around
 To bid us welcome here.
 These were ours this evening,
 These were ours this night;
 Mules with dry parched tongues,
 With rusted sand beneath their feet,
 Even they are quite content.
 The ruby fires are sparkling;
 From rim to rim shine ivory stars;
 Nature's silence has hushed all sound.

And this by a boy of slightly higher level:

The Forest
 Small trees,
 Tall trees,
 Swaying all the time;
 Long branches,
 Crooked ones—
 In the day time they are fired
 With blazing sunsets.
 At night with twinkling moonlight;
 I can feel the forest's happiness
 By the way it acts to me.

It is evident that even low I.Q. is not too great a handicap to interesting expression.

6 ISSUES in Secondary MATHEMATICS

By GEORGE A. BOYCE and WILLARD W. BEATTY

ANY SUGGESTION that we need a new kind of mathematics teaching is frequently greeted with open-eyed astonishment, in spite of the countless changes going on in the world about us.

"Why!" people exclaim. "Mathematics is an exact science. It is the only exact science we have. It is one of the few havens of calm in an oscillating universe. How can there be any radical changes in mathematics?"

They seem to say to themselves that adding, subtracting, and multiplying are simply addition, subtraction, and multiplication. Algebra has been a closed science for centuries. Geometry has been ancient history since the days of the Greeks. In short, mathematics simply must continue to be mathematics.

True. But the science of education is making rapid advances, and our methods of getting mathematics to function in the modern world of affairs need considerable overhauling.

Just observe the nation's buying habits—whether it be buying a house, an auto-

—■—
EDITOR'S NOTE: *The value of social-economic mathematics courses for the high school is discussed in this article, timely because curriculum revision committees are now facing the choices indicated here. Mr. Boyce teaches mathematics in the famous Bronxville, N.Y., Public Schools. Mr. Beatty, former superintendent of the Bronxville Schools, is now director of education in the Office of Indian Affairs, Washington, D.C., and is president of the Progressive Education Association. Mr. Boyce carries on his mathematics research work under a grant from the General Education Board.*

mobile, a new dress, or simply butter and eggs. Try to elicit an intelligent discussion about taxation for schools, the cost of medical care, unemployment, the relation of business to politics, and so on. You will soon discover that the mathematics teaching of the past has certainly failed to develop the kind of quantitative thinking needed today. Real problems are, after all, much more than mere addition, subtraction, and multiplication. Instead of finding our pupils prepared for all the mathematical contingencies of life, we wonder what real mathematical problems they can cope with.

It is the writer's conviction that a distinctly new approach is needed today in our mathematics teaching. For this discussion, certain current curriculum problems have been selected because they are practical, imminent, everyday, and important in their implications.

1. Should teaching materials and school activities be built directly from problems of current culture?

Knowing that John Dewey and a host of followers have spent a lifetime in expounding that education is LIFE, it seems trite that this needs to be mentioned as a curriculum issue in education.

Most of our livelier elementary schools now have youngsters building play post offices, operating imaginary grocery stores, running "fairs," and other such business enterprises so as to draw their arithmetic from obvious phases of modern civilization. There is still some discussion as to whether there should be any further drill in the fundamental operations or not, according to the flair and enthusiasm of the teachers in-

volved. This minor point we shall be so bold as to answer categorically. Of course there must be drill to the extent needed by the individual pupil, which is readily ascertainable by standardized tests and other diagnostic instruments.

But what about mathematics in the junior and senior high school?

An examination of texts shows few attempts at a current culture approach, outside of the prosaic treatment of taxation, banks, loans, and the like. The few attempts at correlating mathematics with the physical sciences have been unfruitful, largely because science for purposes of mass education has been growing less quantitative and more descriptive.

Similarly, the attempts of the mathematics writers of the past fifteen years to correlate the various compartments of mathematics have been an artificial process, by and large. Other workers have conducted highly documented researches on such questions as how often the word "area" is used, what knowledge of bonds is needed by the layman, and so on. These have served a purpose as guide-posts. Unfortunately, in the process of distilling off such concentrated observations, all sight has been lost of the original settings in which the quantitative thinking is used.

On the other hand, it is more important today than ever before in the world's history that the affairs of the day be studied quantitatively. That we are living in an age of science is commonplace. For this reason, schools have long recognized the necessity of teaching children to count and to measure the physical aspects of the environment. It is not yet common-place, however, to teach ways of measuring the social and economic environment. This is in spite of the fact that every layman knows we are highly accelerated in gaining control over the physical environment, while we are woefully retarded in gaining orderly control over the social-economic environment. It is imperative that the school program give

very serious consideration to this latter problem.

There are many real possibilities for mathematics teaching in such social-economic areas as the spending of youngsters' allowances, the economic relationships of children to parents, the correct business management of school parties, or in such broad problems as the study of health, leisure, vocational opportunities, and so on.¹ To grasp these subjects, one must understand them quantitatively, as Bobbitt pointed out long ago, if they are to be understood at all. This brings us to issue number two.

2. Should controversial issues be allowed to enter the school room?

A news item once carried the story of a Frenchman who had his pupils calculate how much money might be saved if the army and navy were abolished. One can guess the end of the story. Nevertheless, if schools are not to be life, when is it to commence? Ten years after college? Should our young men and young women be thrust out of school with nothing but their diplomas for life preservers in a bewildering, strange medium? Just when are the coming generations to begin making head and tail out of the mess we adults have created?

How about the little girl who boasts, in the words of Harold Clark, "Yes. I just teased and teased Dad until he bought me a new dress for the party. Twenty-five dollars!"

Is she to go blithely on, ignorant of her parents' sacrifices? Is it blasphemy or is it common sense to insist that she know she is forcing them to live beyond their means, know that they would all be happier by pulling together, and forego the idea of "keeping up with Lizzie"? Is it wrong that she know about such a thing as distribution of wealth, standards of living, and what

¹ Such situations have been worked out in detail in the authors' *Mathematics of Everyday Life*, a series of 5 units for junior high schools, Inor Publishing Co., N.Y.C., 1936.

her parents can reasonably afford? Surely these are quantitative problems. Surely few things can be more important to her welfare at her age.

"But such things can't be taught to children," people say.

That's what all of Europe said about the multiplication table and simple arithmetic, in the days of the crusades. Certainly it is better for children to study real life under the guidance of a good teacher and well-prepared materials, than to wait for the individual to take up unguided and much more dangerous experimentation later in life.

So much for the common sense of it. How about pedagogical principles? The theory of transfer of training definitely points out that learning is more efficient when taking place in a natural setting. It is only when we come down to the specific application that we shy off.

Furthermore, the psychology of interest and readiness to learn implies the same answer. Youngsters are interested in earning and spending, they are interested in getting a decent playground whether they live in cities or on farms. These are their problems. They are problems which reek with important aspects of quantitative thinking. There may not be much algebra or geometry in them. At many points there may be a minimum amount of actual computation required, but there is mathematics of the sort which is most important to us all.

Then again, all of us have observed the phenomenon of the business man who gets a strangle hold on some monopoly during the week, raises the prices without regard for the social consequences, and returns over the week-end to contribute his share to the local welfare fund. His business ideas are perfectly orthodox during the week. His social ideals are perfectly orthodox on Sunday. But there is a grotesque discrepancy between the two types of conduct. Students of civilization call it cultural lag. How un-

der the sun is it to be overcome if we do not early acquaint the coming generations with life as it is and as it should be? That raises issue number three.

3. Can the school participate in building a new social order?

Numerous recent discussions have pointed out that the American School system is now a major institution and powerful in its possibilities. At certain times in the world's history, schools have very appreciably contributed to moulding a new state of affairs. They have been used to lead, rather than solely to follow, enough times to know that it can be done.

What are some of the necessary concomitants for democracy? We must focus on current American life, rather than entirely on the past. We must train people to be evaluators and intelligent critics of society. The curriculum makers must make continuing and continuous analyses of American life. We must utilize the environment as the curriculum. We must bring controversial issues into school. In short, the schools must be close to life—not a century, not ten years behind, but right on the dot—if the general public is going to be able to establish orderly progress and lend direction to the advances which the specialists are contributing for our progress.

Where can the individual teacher in a position to use or to create new materials start? Some practical criteria for choosing up-to-date units for study are suggested:

- Choose a problem that is crucial.
- The problem should be one that does not immediately call forth strong emotional feelings and prejudices on the part of the youngsters themselves. The problem may ultimately lead into controversy, but it should not do so until a rich enough background has been built for clear-headed discussion.

- Choose a problem that does not immediately raise basic social issues. One would defeat the purpose of true edu-

tion by starting, let us say, a transportation unit with a discussion of the supposed rights or injustices of organized labor or of private versus public ownership.

(d) By all means select a problem that challenges children's interests.

(e) The problem should be one in which the varying aspects can be understood at the age and intelligence level of the group.

(f) The problem should involve the welfare of the great mass of society.

(g) A problem or unit should be one that lends itself readily to critical and realistic development.

(h) There should be in the nature of the problem a vision of what might be possible for a better future world.

These criteria can be made to apply to enough units full of quantitative thinking to keep teachers and pupils busy for a long, long time.

4. What kinds of activities should we introduce for maximum pupil growth?

How shall we teach these new materials? Shall we use the traditional textbook approach of presenting problems to be solved? Or shall we describe life situations? Or shall we go so far as to permit pupils some real, first-hand experience?

At first this would seem to be rather an academic question, because all mathematics texts have followed the problem-setting formula. What does the author do who sets out to teach children how to compute the per cent of increase? Why, he immediately plunges the unsuspecting pupil into a series of numerical problems to be solved and handed to the teacher for approval. Or if the meanings of certain words, such as budget, expenditure, capital, etc., are to be learned, a concise definition, very probably in heavy print or carefully surrounded by a ruled box, is planked down on the cold printed page.

The assumption is, apparently, that the child is just raring to gain the knowledge, and all he needs is a pre-determined amount

of specific drill. Ten problems will, let us say, insure the ability to compute the per cent of increase. For duller pupils, perhaps fourteen are needed.

From the pupil's point of view, the only real incentive is that he has a definite task to perform, for which, if done on time and regularly, the teacher will give him a good mark. Otherwise, he's in hot water. Of course, there is a group that gets a natural enjoyment out of doing problems as a puzzle-solving exercise.

What we are getting at, however, is much more significant. Problems should grow naturally out of a description or situation about which the children really want to know. Increase my salary by a hundred dollars, for example, and in short order I will get out paper and pencil and be finding out what my per cent of increase has been. Nothing will stop me from doing it.

To do this with children is not easy. It is important, nevertheless, that we do it.

Write me a story that comes close to my life or awakens new interests, and use the words *budget*, *expenditure*, and *capital* in such a way that their meanings are approached in a dozen different ways. By the time I am through I will have acquired a clearer idea of their meaning and use, and in less time, than through a dozen recitations or merely a dictionary definition placed in a ruled box.

It may be necessary and desirable to give me something to do. By this is not meant merely going to the blackboard. Really to understand the budget idea, I would like to try making a budget for myself, if it's nothing more than budgeting my candy purchases. It sounds simple—but examine books on mathematics for exciting experiences and activities of this sort!

"That all takes too much time," critics still say. No, not when we note how ineffective and wasteful our present procedures are. We suggest trying the middle ground of the old Greeks and following all three techniques, by presenting problems, de-

scribed situations, and first-hand experience, with emphasis on the latter two, while continually striving to stretch each individual pupil just as far and fast as he will stretch.

5. How shall the materials be arranged and organized?

This is a very knotty problem for a functional mathematics. The logic-tight compartment has been bombarded for two decades, but with only moderate success so far as secondary school mathematics is concerned. In the last new deal as a result of the report of the National Committee on Mathematical Requirements, much hope was pinned on correlated mathematics. In practice this has been largely wish-fulfillment. The current "general mathematics" in most instances has turned out to be little more than a repackaging of the old product, done up in small bundles.

That is, we have fallen short in tackling the problem of making mathematics truly meaningful and truly functional in the life of the child. Since the arrangement and organization must depend upon the materials and processes to be taught, a new mathematics must ask itself more bluntly: What are the things of significant importance in quantitative thinking today? Since least attention has been devoted to the endless stream of crucial social-economic problems, it is that area which we shall emphasize in the discussion here.

Careful analysis reveals that to think through the quantitative aspects of social-economic problems involves such general abilities as the following:

- (a) To visualize amounts used in various situations or descriptions.
- (b) To state quantities in terms of familiar comparisons.
- (c) To interpret graphs and cartoons of relative quantities, and to make simple graphs.
- (d) To know the meanings of terms used in quantitative discussions.
- (e) To be able to make simple measure-

ments not only of physical factors but also social-economic measurements.

(f) To maintain an objective attitude and keep free of psychological drives in personal and other quantitative activities.

(g) To have a social, tolerant, and forward-looking point of view in economic and other quantitative problems.

(h) To select the essential data and apply the necessary computations.

(i) To know the guiding facts and principles of experts, or to know when to call in expert advice and knowledge.

(j) To draw logical conclusions and to generalize from a statistical table or other observations and experiments.

These are not all strictly mathematical, according to the traditional point of view, but they are all important aspects of problem-solving which involves magnitudes. All the common knowledge of modern pedagogy forbids us to ignore that fact any longer. Failure to recognize this heretofore has been a primary cause of the failure of "book-learning" in everyday life.

What might be done then? Youngsten should study the quantitative aspects of such crucial problems as choosing a vocation, buying, crime, family budgets, the economics of health, the economics of leisure activities, and so on. Most of the objectives mentioned above would operate in every single unit, but the aspects in detail would be constantly changing.

But what about continuity and logic? The continuity part will be the child's continuous interest driving him further and further into a real understanding of the things he most needs to understand thoroughly and quantitatively. It won't be the irrational continuity of going from extracting a common factor to factoring a trinomial square and then factoring a quadratic just for the sake of factoring.

6. What shall be our philosophy?

We raise this question with a great deal of hesitancy, because the answer is neces-

sarily so difficult to pin down. It is a truism that every teacher and curriculum builder has and must have an educational philosophy, at least unconsciously implied. How much more so is this true when we go into a consideration of crucial, current problems, many of which are controversial.

Suppose, for example, we should take up a unit on transportation. We cannot talk about the simple problem of the cost of operating an automobile and fitting the purchase of an automobile into the family budget without having some sort of an attitude and philosophy concerning instalment buying, present versus postponed pleasures, and the distribution of wealth and standards of living. We cannot talk about the railroads adequately and completely without sooner or later coming up against the difficult problems of wages, working conditions and accident rates, government versus private ownership, unions and collective bargaining, capitalism and fair returns to the investor class. These are the areas in which quantity operates and these are the areas which present our transportation problems. Not to deal with them means that we can only discuss transportation in terms of those beautiful but relatively unimportant descriptions of the growth of railroads, automobiles, and airplanes.

Hence we are confronted with the necessity of having not only an educational philosophy but also a social philosophy. This makes it hard. The philosophers leave us somewhat confused. Out of the background we hear such undertones as individualism, pragmatism, the experimental or problem-solving attitude, democracy, *laissez-faire*, collectivism, indoctrination. . . .

They all sound interesting. They all inspire awe.

Certainly we must not fail to give our young citizens a social direction in preparing them to cope with extremely difficult and important problems. They must have a stirring loyalty on which to hang their hats. There must by all means be an ideal, a

picture of future, practical possibilities toward which the race may strive, otherwise our children may feel hopelessly baffled and sink in despair. Let this be our cue in revising the high-school curriculum.

Can anyone suggest anything more pertinent to this issue than the following quotations from Bode's "Modern Educational Theories" published back in 1927?

"Democracy may be defined as a social organization that aims to promote coöperation among its members and with other groups on the basis of mutual recognition of interests. . . .

"The characteristic trait of a genuine democracy is that it does not accept any given form of social organization as necessarily final. Our national history records such actions as the abolition of slavery, the control of monopolies, and the adoption of the Prohibition Amendment, each of which meant an invasion of what many people regarded as a fundamental human right. . . .

"Democracy makes questions of right and wrong depend upon the consequences which our institutions and our actions have for associated human living. . . . A democratic society governs itself by standards which are not absolute or fixed, but which are subject to change in the light of changing conditions and in accordance with the ideal of a common life."

And finally, concerning indoctrination, since we cannot escape it, can anyone suggest anything better than this: "A person cannot live intelligently and effectively without convictions of some sort. But neither can he live intelligently and contribute to the betterment of things if he is incapable of changing his convictions. . . . The educational system of the past, speaking by and large, has never been seriously concerned with the problem of securing continued flexibility, of preparing the way for social changes in the future. . . . In such a program the school becomes an agency maintained by society for its own progressive reconstruction."

WHAT OTHERS SAY

Edited by LAURA TERRY TYLER

DURING recent months many significant articles and pertinent statements concerning education have appeared in professional and lay journals, and in the press. Some of these articles have been digested and together with certain quotations are offered here for the benefit of those busy educators whose notice they may have escaped. In any event they have seemed worthy of repetition. This department welcomes your criticism and will be glad to receive clippings from readers, on any interesting phases of secondary education.

Sharing responsibility is important:

Meet the Teacher

In September the youth of America changed from sunsuits to more formal clothing. The long vacation days are over. Once more the parents are sending their children to school and once more the teachers are sending them home. The malleable pupil is being hammered into one pattern at home and into quite another at school. Parent and teacher are sharing the responsibility for the growth of the young people but they do not share ideas and aims. Neither knows what the other is teaching. How can they? They do not really know each other. Because of this, the students have no sense of security or feeling of stability.

It is not enough for the parent and teacher to meet at school festivals, exhibits, and plays. Neither is the report card over which the parent pores and worries, nor

EDITOR'S NOTE: *With this issue, we present a new associate editor. Doctor Tyler teaches social studies in the Yonkers, N.Y., Public Schools. In this department she will offer choice excerpts from articles in other educational magazines.*

the supervised homework sufficient for mutual understanding. The public-school system threatens to become too big a thing, too smug in its bigness to work with an individual. It prepares a mold into which the individual is poured, and the teacher who works within the system finds it hard to remember that no personality fits the arbitrary pattern of the average.

Then how shall each pupil be developed according to his inherent pattern? First, the inherent pattern must be understood. Parent and teacher must take the time to really know each other—not through the medium of the Parent-Teachers' Association meeting when everybody is elbowing and chattering but through conferences when the teacher is not trying to accomplish the many tasks demanded of her. Through co-operative friendliness, aims and methods may be welded and the individual pupil will grow in security, and other children, too, will be helped.—CLARA B. DEAN, *The American Home*, September 1936.

A community will be developed:

A New School with a New Plan

At Springdale, Canton, in the mountains of North Carolina, a new type of residential secondary school will be established this Fall. It will have a curriculum covering both the junior high and the regular high school periods; it will be coeducational and will be limited to a small group of students, representative of all sections of the United States. This school will be sponsored by New College of Teachers College, Columbia University. The school will strike a new path in secondary education by bringing a group of boys and girls and adults to live and learn together, through meeting as intelligently as possible the problems that each day brings.

Curricular materials will be selected from the social sciences, the natural sciences, the arts, philosophy, religion and ethics on the basis of their contribution to the solution of major issues that arise in the course of daily routine.

"Essentially," says Thomas Alexander, chairman of New College, "the boys and girls will participate in the development of a community. They will be learning many things: to plan wisely and carefully, realistically and with vision; to persist at a task until it is completed; to learn how to work with others at such a task; to use a library, a laboratory, a teacher or an expert as an aid in carrying out worthy aims; and, most important of all, to realize that education is not something that can be passed on from one person to another, but something that one brings out of his intelligent attack upon the problems of the living."—*New York Times*, September 6, 1936.

In the field of social science:

The Place of Social Science

Many social changes are now taking place due to certain economic maladjustments. Vital consideration must be given to the exploitation of human relationships. When we study human relationships we enter the social science field where the great challenge to the public school may be found. Therefore, it seems that the core-curriculum of the future public schools would gather round the social sciences.

The public school is based on the theory that man's safe progress is dependent upon the sane activity of his neighbor, and the saneness of this activity is dependent upon the broadness and quality of his education.

Educational training should make the individual conscious that others have the same inherent right to live which he himself enjoys. Broad matters of public policy, social development and public welfare are

dependent upon many people, each of whom has a part in the government which represents a composite of the reactions of the fields upon which judgment is passed. If we are to understand our problems today and solve them sanely, we will do so only as our people are enlightened through proper education.

The public school is the instrument of proper education and should lay such a thorough foundation for a study of the social sciences that our people will appreciate the immensity and vitalness of the problems that confront them.—JOHN A. WIELAND, *School Management*, May 1936.

A government built upon a truly critical public opinion is founded upon a rock.—J. W. STUDEBAKER.

Teaching is an art—an art so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.—WILLIAM LYON PHELPS.

The emotional climate in which education must today fulfil its function is unprecedentedly confused and complicated. The world of politics and economics, in which the graduates of our schools must live and work, are particularly in the chill shadow of a vast confusion.—GLENN FRANK.

The ideal action toward which the schools are striving is to give every child, dull or bright, the right to pursue school work with reasonable joy and with the possibility of success. Teachers can serve the needs of children better when their superior officers cast aside their idols of uniformity, throw the modern dunce caps into the waste basket, and grant to teachers the freedom to warp the curriculum or even wink at minimum essentials whenever the welfare of an individual child is at stake.—G. R. JOHNSON.

The Other Side of that

EXCHANGE of Principals

By E. S. HOLBECK

IT SEEMS strange that school people have not done much in the matter of exchanging positions. There have been some exchanges of college professors and students, but the idea of exchanging school administrators has never received much consideration. However, in February 1934 a letter suggesting the latter idea, written in Passaic, New Jersey and directed to Dr. John Sexson, superintendent of schools in Pasadena, found immediate response.

Of course such a plan was new. Obstacles seemed insurmountable. Just think of transporting one's family to the other end of the continent, and taking charge of a new school where methods, community life, teachers, and students were strangely different!

Such a thing demands courage. It requires more than that. A participant in an exchange of this kind must be adventurous, experimentally minded. He must be willing to work harder than ever! Further, he must be willing to pull out of his own comfort-

able job, leaving it to the new man to examine, study, criticize, and challenge. Teachers taking part in an exchange should go into it with the idea of "digging in" and doing real constructive work. This procedure, however, to the one who really wishes to grow, pays rich dividends indeed.

The exchange between Mr. George Hetzel of Pasadena, California, and the writer, was accomplished against great odds. There was much to be done. Superintendents, board members, and state departments had to approve the plan. Certification, teacher retirement, salaries, had to be adjusted. The greatest difficulty encountered was the California law which forbids teachers to work outside of the state and receive money. This was solved by allowing the check to be paid in Pasadena and then endorsed over to the Californian teaching in New Jersey.

While these factors tend to discourage one, the results show what can be done between places so remote and under trying circumstances. You may be sure that such a plan will aid a great many people, in and out of the school.

Another interesting feature was the exchange of homes and furnishings. Climatic changes had little or no effect on the spirit or interest of the exchanging principals.

Now that the exchange is over it is not difficult to evaluate the experiment. In doing so there is the danger of being overenthusiastic. However, I should like to enumerate advantages under two heads—general and specific.

A. GENERAL ADVANTAGES

1. Helps to unify and integrate the public-school system in the United States.

2. Is a broad, cultural and educational experience for principals, teachers, students, and all concerned, in that it acquaints all with the ideas and conditions found in another section of the country.

3. Shows the educational set-up of another's state—its advantages, disadvantages, and opportunities for leadership in school life and community.

4. Provides opportunities to travel, opportunity to study culture, geography, and a new situation.

B. SPECIFIC ADVANTAGES

1. Takes both teachers and administrators "out of the rut" through change in leadership. Also, gives opportunity for distinctive leadership.

2. Gives opportunity to study and evaluate particular school practices.

a. Organization and administrative details in the particular school.

b. Types of social control and discipline, student activities, extra curricular programs, etc.

c. Administrative matters such as:

- (1) Supervision
- (2) Educational offerings
- (3) Educational costs and finance
- (4) Teacher and student personnel
- (5) Business procedure
- (6) Buildings
- (7) School and home relationships
- (8) Special problems of community—social, political, and financial

3. Study can be made of problems peculiar to the student body, teachers, and parents of the district.

Everywhere people have praised this exchange, and it seems to have universal acceptance. Colleges, educational schools, educators, teachers, the communities, and even

students have been more than enthusiastic. And why not? There is everything to say for it! "A man goes forth to conquer new worlds." He puts his best foot forward. He does his best. He is encouraged by the response of his new environment. He will find that all are willing to work and study under his leadership.

I believe this caution might well be added. When the exchange is finally decided upon, every possible use should be made of those participating: For example, opportunities for meeting with the teacher associations, P.T.A.'s and school faculties. In the case of an exchange administrator, he should meet with groups of principals and school directors. He should be called in by the board of education for an interview, upon the completion of the year's work. He should file a complete report with the superintendent and the board of education. In other words, this question should be answered: "To what extent should the state, city, and local groups make use of the person involved in the exchange?"

It is also highly important that the exchanging parties meet before and after the exchange. In the case of the writer and Mr. Hetzel, much personal good was derived from such meetings. At the conclusion of our work, each filed a complete report of the year's activities with the other.

Yes, this idea should be promoted more generally. Schools of education, superintendents, principals, boards of education, should set up a coöperating plan for an exchange of all types of jobs in any state. The man who can do most in this direction is the school superintendent. His interest, enthusiasm and influence is the determining factor in establishing school policies of every sort.

HINTS to the

By
RUTH C. STEVENS

NEW TEACHER

"I wish myself could talk to myself
As I left 'im a year ago,
I could tell 'im a lot that would save 'im a lot
Of the things that 'e ought to know."

R. KIPLING

CAN AN old teacher help a new one? Recently I made it a hobby to find out. In my spare moments I tried to speak to as many teachers in my building as I could. With pencil and pad of paper I made my approach.

"What have you learned since you have been teaching that you did not know when you first began?" I bravely asked.

There was a smile each time I asked the question. Did I expect the teacher to tell me in a few minutes the millions of things his several years of experience had taught him? I explained my mission.

"What did you find out after you started in to teach that you did not know and wish you had known when you first began? That is, if you could help a new teacher, what one suggestion would you make?"

Each teacher took some minutes to think over the question. The answers which I have I feel are sincere. I believe that they represent some phase of teaching that was once a stumbling block over which the

EDITOR'S NOTE: *Miss Stevens is our Inquiring Reporter for October. She offers forty-four suggestions for new teachers, based on talks with other high-school teachers in Quincy, Massachusetts, where she teaches Spanish. We might pick a bone with her over a few of the items—but as a whole they represent a real contribution to the smooth opening of the new school year. We expect to receive many letters from readers about some of the points made.*

teachers climbed to their present success. These answers, with a few suggestions of my own, I offer in the following paragraphs. I hope the beginning teacher will find something in them to help him to be happy and successful in his work.

1. If things go wrong, ask advice of the head of your department, your principal, or your superintendent. Remember that the success of these people depends on what you do. They will be glad to help you.

2. Don't be hasty in discipline. Often the case is not so bad when you have studied it or slept on it overnight.

3. Always keep on hand a few books or magazines on education. Get these from the public library or borrow one from time to time from someone in your school system. Before making out your plans for the week read a chapter or an article. You will find that these will keep you supplied with ideas for your teaching.

4. At first be very firm and strict. You can unbend later.

5. Praising pupils will make them work twice as hard as scolding will.

6. Don't threaten to do things unless you intend to carry them out.

7. Plan the lesson so that you will teach the important things. Let the details go.

8. Make all assignments different, so that when there is recitation each pupil will have something to contribute which the class does not know about. That will provide for better attention during oral reports.

9. If someone asks a question which you do not know how to answer, don't be afraid to say that you can't answer it. Try to figure out with the pupil the best means of going about finding the answer.

10. Make your demands high. If you accept any kind of writing, you will get it.
11. Let your pupils enjoy life through you. Open up their minds to new fields. Make them aware of other subjects besides your own.
12. Order comes before good teaching. I have seen some new teachers present perfectly wonderful lessons while some of the pupils were just about standing on their heads. Even if you have to make the pupils write for days, have good order first.
13. Do not expect too much of pupils. They are younger, and have less experience, than we realize.
14. Take a course in psychology. I had no idea of the sex upheaval in young children.
15. Get the current of the class working with you. Put all that energy to work in the right way.
16. Remember that you are not paid to be just a hearer of lessons. Teach your class so that the pupils learn the subject.
17. Be fair in regard to conduct. Don't let a favorite pupil do something which you would not allow of another.
18. Make it evident that you expect the best of pupils, not only in work, but also in courtesy.
19. How well you enjoy teaching often depends on what time you go to bed.
20. The attitude of your class will be better if you try to let each pupil sit where he will be most happy and comfortable. Near-sightedness or deafness sometimes is the cause of poor attention or failure. Talk to each pupil individually, and find out what his trouble is.
21. Don't be late in the morning. Have a few minutes before the day begins to think over what you are going to do.
22. In your free periods, occasionally visit classes in your own building. You will get as much inspiration as you would in traveling to another town, and you will see your own pupils in another environment.
23. From the very beginning, check carefully on all assigned work, to see if the pupils are doing it. Give one question on the material which was to be read. If the pupil has not done his work, make him come back in the afternoon to do it. Soon all will realize that they must do what is assigned.
24. The room does not have to be absolutely quiet for good discipline.
25. Use as many time-saving devices as possible. Seat your class in alphabetical order, so that when papers are collected or passed back there will not be much time lost from the lesson.
26. If a pupil is a disciplinary problem, ask him to do something for you. Let him see that you greatly appreciate his help, and he no longer will be a bother.
27. Keep a plan book—and don't let anyone tell you that it is not necessary. Your principal expects you to, whether he tells you so or not. It is a help in telling pupils what the work was when they were absent. It saves time in the class period, and if you fail to appear one morning it is a great help to the substitute teacher. Let your plans tell: What? How? Why?
28. Remind your pupils of their posture. Help them to learn how to stand and sit correctly. Look at any line of graduating seniors, and you will see that the pupils need this advice.
29. When the room is noisy, stand perfectly still. Don't go on talking.
30. The most important thing is to get the proper attitude on the part of the class. Get the pupils to talk, and get them used to their classmates, and used to their names.
31. Be human. Don't be too demanding.
32. Have the pupils do most of the talking. Don't talk too much yourself.
33. Organize your work so as to get the right pressure on each phase of the subject.
34. Make your room cheerful and attractive. A few plants do not cost much. Remember that many of your pupils do not have pretty things to see at home, and it is a long time that they and their teacher spend in the same room during the year.

35. Plan your work so that pupils can see their own progress. Give frequent short tests, rather than a few long ones, far apart.

36. Failure of pupils is often the fault of the teacher to motivate the lessons. In case of failure analyze your teaching methods.

37. Cleaning out of desks regularly on Friday brings surprising results. Chalk lasts longer when kept in a pretty box on the teacher's desk. "Many hands make light work," and janitors appreciate evened shades, closed windows, and a floor free from paper scraps at the end of the day.

38. Corrected papers are of little value to the pupil if not returned promptly after being written.

39. In life, activities and interests vary.

Don't always have all the pupils in a class doing the same thing.

40. Don't try to avoid teachers' meetings or parties. They are planned for you, and you are expected to be there.

41. Take courses in methods—and keep up in your own subject.

42. Be loyal to your superiors and to your school.

43. Get outdoors at least a half hour every day. Take long walks, and get to know where some of your pupils live.

44. Let each pupil know that you are interested in him—not only that you are interested in what he does in your classroom, but also in what he does in his spare time. Remember that "all lives are music if one touches the notes rightly and in time."

SO

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SOCIALIZING (Hayward High School's Plan) the BUSINESS CURRICULUM

By O. B. PAULSEN

WE HAVE inherited Bookkeeping, Short-hand, and Typing as the traditional basis upon which high-school commercial departments have been built. Highly desirable vocational and disciplinary qualities have been claimed for these three skill subjects. Many schools rely entirely upon them as a medium through which business training is given.

Because of this condition, it is disturbing to realize that in some communities the vocational opportunities for present commercial graduates are almost zero and the disciplinary qualities of Bookkeeping over other subjects seem to be mostly imaginary. In fact there is evidence that broad non-vocational training seems to create a desire to learn more about business than was the case with the traditional skill subjects.

Educators, taxpayers, and parents are beginning to question whether a study of

EDITOR'S NOTE: This article comes along to disturb the placid course of events in the high-school commercial department. Mr. Paulsen says that in the Hayward Union High School, where he is head of the commercial department, it was found that only 3 to 8 per cent of the commercial graduates become bookkeepers and stenographers. So they reorganized things, and developed a social-business curriculum which was designed to serve better the needs of the majority of their pupils. Mr. Paulsen announces the success of this move, and its good effect on the employment of graduates. THE CLEARING HOUSE will welcome well-thought-out articles opposing this idea, or explaining its success in other schools.

debts, credits, shorthand hieroglyphics, and complicated mechanical skills are the best business training for John and Mary. There seems to be a tendency on the part of curriculum builders to place the vocational and skill subjects on a higher age level. At the same time the business curriculum is being broadened to include instructional content of a non-vocational nature useful to all.

Business subjects are becoming useful to every student in meeting his needs as a consumer, investor, home owner, farmer, personal manager, budgeter, citizen, and community business coöperator. The traditional commercial teacher of vocational skills never has had as great an opportunity to render needed services as have our social-business teachers of today.

There are over 124,000,000 consumers in the United States. Many of them are beginning to realize that our public schools have failed to train them as consumers. Certainly the teaching profession must be aware of the fact that schools have neglected the personal welfare of the consumer to the glorification of instruction in job-production services.

FALSE HOPES

Educators have been guilty of raising false hopes in the minds of students as to the financial rewards awaiting those who are able to survive a traditional, prescribed course of study. In place of training the student to take care of his private and public business responsibility, he has been trained to fit into a production scheme which for many does not exist. The thousands of former students who now find themselves on relief may well reflect on

how much their high-school training has helped them to make adjustments.

Educators will either continue following the path of their grandfathers, singing their "ballyhoo" of rich financial rewards in a promised land that does not exist, or they will face the problem and do their best to train consumers as well as job seekers.

In the Hayward Union High School, between 3 per cent and 8 per cent of commercial graduates become bookkeepers and stenographers. It would seem absurd to meet the needs of so small a per cent of our commercial students and neglect the needs of over 90 per cent.

The needs of the majority may well determine the kind of business instruction offered. So few high-school graduates ever become bookkeepers or stenographers that perhaps it would be better to give them training they could all use. The cost of providing the wrong kind of training is measured by loss of student time and energy, as well as millions of dollars in public money. It is said that employment agencies have enough bookkeepers and stenographers available to supply all needs for years to come. High school administrators are questioning the practice of continuing to offer instruction which can never be directly used.

NEEDS VS. TRADITION

Counseling and guidance groups are insisting that the needs of students be considered more important than the discomfort of disturbing deeply entrenched traditional subjects. It may be wise for educators to evaluate their business instruction by gathering a few local facts in answering two questions:

1. What per cent of our commercial graduates are directly using their high-school training?
2. What kind of training is better suited to their needs?

The change in emphasis from narrow vocational skills to broad social-business sub-

jects in the Hayward Union High School has resulted in a few bits of evidence as to what has happened during the past four years. It must be made clear that there are other factors than changes in subject content that may have contributed to the results. However the data are significant.

Two results of the changes are: 1. *The enrollment in commercial classes has steadily increased since the introduction of social-business subjects, and, 2. A study of sixty graduates indicates that they consider the need for business education to be greater than the need for training in any other subject field of the High School.*

The single period enrollments in commercial subjects for three years are:

1932—	851	enrollments
1933—	962	enrollments
1934—	1026	enrollments

The distribution of single-period enrollments by subject fields has assumed the following order.

Commercial	1026
English	817
Home Econ.	489
History	476
Art	461
Science	443—etc.

In a study of sixty graduates of the Hayward Union High School, selected at random from the last three graduating classes, most of whom were not commercial majors, the question, "What additional training do you need?" was asked. The result, arranged in the order of frequency of replies with the weight for each subject field, is as follows:

Commercial	weight 18
English	" 7
Languages	" 5
Science	" 3
Mathematics	" 2
Art, Foods, Clothing, Music, Physical Edu., and Shop	" 1

Changes in any subject field generally start with the instructional material available. Since new textbooks and teaching methods cannot be obtained quickly, it is well to start with what you have and change gradually. At Hayward, an attempt has been made to coördinate the instructional content under the following list of subjects. These may be considered the core of the commercial curriculum:

Junior Business Training
 Occupations
 Development of Business
 Art
 Commercial Arithmetic
 Business Administration
 Economics
 Salesmanship and Advertising
 Record Keeping
 Consumer Training
 Economic Geography
 Four years of English are required
 Public Speaking may be substituted for the third year

The *skill subjects* (Typewriting, Short-hand, Bookkeeping, Machine Calculation, and Office Appliances) are offered in the eleventh and twelfth years. The time may come when these subjects may be shoved out of the first four years of the secondary level. That time has not arrived; so we place them in the eleventh and twelfth years. Single periods are used in all skill subjects. Students who complete a Business Major with a grade of B receive a "Certificate of Recommendation" in the field in which they have shown marked competency. This certificate is better defined than the regular high-school diploma.

SEVEN REASONS

A few observations may be of some significance in reorganizing the business curriculum. Surveys, job-analyses, experiments in learning, and questionnaires, together with the actual experience of attempting to improve the commercial offering, have resulted in an awareness of the following:

1. That *industry* is saturated with book-keepers, stenographers, and clerks. To prevent training students for vocations in which we know they cannot find employment, we attempt to give them training they can use.
2. That the *future social order* seems to emphasize the necessity of education for (a) personal responsibility for public welfare in business (b) an understanding of private business as a *co-operative social undertaking* (c) an opportunity to make one's self *fit for service*, in place of seeking the white-collar job as a means of increasing profit-taking opportunities for amassing private fortunes.
3. That *research* in the field of learning regarding the length of practice periods seems to indicate that single periods are more economical than double periods in skill subjects.
4. That the *cost* of equipment cannot always be justified. If the training is used or there is evidence that benefits result from its use, the purchase of expensive equipment may be justified.
5. That *teachers* sometimes forget to teach and become good checking and grading clerks.
6. That *students* with socially acceptable business habits, broad training, cultural appreciations, and fitness for service seem to find employment more easily than those with limited narrow vocational training.
7. That schools may introduce social objectives in all subjects and departments. The social-science, commercial, or other departments have no monopolies on social objectives. The complete secondary offering should deal with them.

Many of the obstacles that prevent rapid change to a social-business curriculum are traceable to a blind adherence to the traditional commercial trivium. The greatest real obstacle is a lack of organized text ma-

terial. Some of the objections commonly expressed are:

1. Objections from some teachers who are narrow and vocationally minded, or at the other extreme, those who are entirely classically minded.
2. Objections from some students whose parents have told them that they must take Bookkeeping, Shorthand, and Typing.
3. Objections from some department heads who feel that departmental lines must be distinct and maintained at any price.
4. Objections from some counselors who believe business subjects are too practical.

Two of the greatest assets in working out a social-business program are: (1) a high degree of coöperation among all the teachers

of the high school, and, (2) an administrative organization in which departmental lines are broken and the heads of departments act as coöordinators for the complete subject offering of the school.

Commercial teachers have instructional opportunities for dealing with interesting business situations. In addition to theorizing and memorizing, they have an enviable chance to develop student appreciations. If information has personal value, it is more useful and interesting. *The broadening of business subjects requires humanizing the instruction, using problems, raising controversial issues, exercising judgment, directing thought, and improving teaching rather than checking and grading.* Let us hope that teachers and school administrators will look about them and see what can be done to make business subjects a vital part of every student's equipment.

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EDITORIAL

Seven Statements

THE CLEARING HOUSE is pleased to present brief statements from seven prominent Americans. We requested each of them to state, in a paragraph or more, the major contribution he or she would expect the school to make during the four years "if you had a son or daughter entering high school this September." We commend each of these statements to our readers. F. E. L.

THE ATTITUDE OF OPEN-MINDEDNESS

If I had a son or daughter entering high school at present, the thing I would be most interested in would be to have that son or daughter learn to understand the forces in our modern world which cause poverty in the midst of plenty and are leading nations inevitably to war. I do not think we can have any peace and happiness for any son or daughter until that problem is solved.

I would not want the high school to adopt any special point of view, but I would want it to explain thoroughly and clearly all possible points of view on this problem. And above all, I would want it to teach every student the attitude of complete openmindedness on every aspect of the problem. I would say that no school is worthy of the name today which does not constitute itself a continuous open forum on the economics of our time, in which all points of view may be presented and debated and no facts or important theories concealed.

UPTON SINCLAIR
Writer, social crusader

TO MEET CHANGING CONDITIONS

It will become increasingly necessary for the youth of the country to meet changing economic and social conditions. Intelligent self-direction, physical stamina, sound character, and effective communication through

correct English usage will be necessary attainments in order that changing conditions may be adequately met. In the face of these demands the secondary school should be expected to provide opportunities for the youth to meet a variety of situations which conform to life conditions. Independent reading and thinking should be cultivated. To develop soundness of character and body, a program of physical education is invaluable. A discerning mind capable of accurate appraisal is essential.

GEORGE H. EARLE
Governor of Pennsylvania

AN UNDERSTANDING OF CIVILIZATION

I am saying herewith, what the minor as well as the major contributions should be.

1. The ability to use with ease at least one modern language besides English.
2. Certain manual skills such as are included in shop work.
3. A vital love of reading.
4. The ability to think through a problem objectively.
5. Ability to discuss without prejudice or undue emotion.
6. Knowledge of simple budgeting, taxation and investments.
7. Vital interest in community environment.
8. Interest in, and ability to participate intelligently in, civic affairs.
9. Some grasp of international situations.
10. Pleasurable participation in at least one of the creative arts.
11. Knowledge of science, as it describes the world we live in.
12. A participating interest in games.
13. A workable knowledge of universal social customs.

Or, to summarize, I would want the high

school to make this contribution: An understanding of the civilization in which we live in its various aspects—historical, geographical, economic, industrial, political and sociological.

MARY L. LANGWORTHY, *President
Nat'l. Congress of Parents and Teachers*

AN AGE OF MOMENTOUS PROBLEMS

Reorganization of the high schools in many sections of the country is evidence of the growing awareness of our educators to the need for a change in our educational system to keep pace with the important changes in the world today. Our young people find themselves thrust into the midst of an age full of momentous and somewhat frightening problems, and on the solution of these problems rests the future of our civilization.

Mankind has been swept along in the tide of a tremendous advance in our material civilization, and we have not so much as paused to consider the social adjustment which these changes necessitate. A continuation of this heedlessness and shortsightedness can lead only to a complete breakdown of our civilization. It is up to our educators to point out these dangers to our young people, to show them what problems must be met. But more than that, there must be inculcated in the child a sense of his own obligation in helping to solve these problems, for the future of our civilization depends on how many of the children who are growing up now care about the welfare of society as a whole.

JOHN L. LEWIS, *President
United Mine Workers of America*

TO IMPLANT A DESIRE

I believe that it is not the function of educational institutions to educate people, as such a task would be impossible, but that their true mission is to implant in people a desire to be educated and to equip them with the tools by which they can continuously educate themselves throughout the

rest of their lives. With this thought in view I should wish any high school attended by a boy or girl in whom I was interested, first and foremost to light the lamp of desire to be educated; and second to create as great a facility in the techniques by which education is acquired as possible. I should set a very low estimate of relative value upon the absolute amount of information or knowledge imparted.

NEWTON D. BAKER
Former Secretary of War

SCHOOLS COULD ENLARGE PRESTIGE

Decidedly, the major contribution I would desire, would be such a training as would first of all, be very helpful to the student in determining what line of pursuit he or she would choose for a career. It is my opinion that high schools have fallen down in this respect and could greatly enlarge their prestige by giving more serious thought to the future of the student.

GERALD P. NYE
U.S. Senator from North Dakota

A START IN THINKING FOR THEMSELVES

The primary function of a high-school education, it seems to me, is to give young people a start in thinking for themselves. In the world today, there is a great deal of knowledge and of technical efficiency, but the percentage of those capable of standing on their own feet intellectually is pretty small. And in the improvement of this percentage lies the hope for a liberal progressive world.

The problem of developing individual thought and, at the same time, exacting discipline is a very difficult one. However, the good teacher is he who can demand accurate factual knowledge without imposing his opinion. The graduates of high schools should have due respect for experience and authority but, nevertheless, should be determined to arrive at their own conclusions on all important questions affecting their lives.

CASS CANFIELD, *President
Harper & Brothers*

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BOOK REVIEWS

PHILIP W. L. COX, *Review Editor*

Civics Through Problems: A Social and Governmental Civics, by J. B. EDMONSON AND ARTHUR DONDINEAU. New York: The Macmillan Company, 1935, xiv + 621 pages.

The authors have endeavored to get pupils to feel the need for and to state their own problems in connection with group life, government services, understanding our national State and local governments, and the social and economic well-being of every citizen. Each chapter opens with a brief statement of the conditions which underlie the problems which follow; the problems are then set forth as directions of things to do—lists to make, cases to consider, etc.—out of which comes the student's identification of himself and the problem. By means of paragraphs directed to him, the student is then helped to carry on his cogitation regarding the situation which permits of no easy and ready-made solution.

It is a pioneering book. It deserves the widespread use that it is receiving. Its illustrations and graphs are intelligible and stimulating.

Work Guide for the Study of Occupations, by H. P. THOMAS and C. E. PARTCH. Boston: Houghton Mifflin Company, 1936. 156 pages, 60 cents.

This work guide is designed for use either with any text in the study of vocations or by itself. It aims first to aid the student to make a practical survey of the field of work through his own observations; second, to provide an analysis of different kinds of work; and, third, to compel the pupil to apply what he has learned to his own case.

Essentials of Business Mathematics, by R. ROBERT ROSENBERG. New York: The Gregg Publishing Company, 1935, x + 310 pages, \$1.20.

Teaching Methods and Testing Materials in Business Mathematics, by R. ROBERT ROSENBERG. New York: The Gregg Publishing Company, 1935, xi + 266 pages, \$1.20.

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L. TALVENSAARI

English Through Experience, by RUTH MARY WEEKS, THELMA WINNBERG COOK, and P. H. DEFFENDALL. New York: The Macmillan Company, 1936.

Book One, 192 pages, 56 cents
Book Two, 217 pages, 60 cents
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A series adapted for the junior-high-school year of English work, functioning as a composition text, a drill pad, a vocabulary builder, a guide to reading, and a program of activities. A very attractive and usable series.

Stuart Typing, by ESTA ROSS STUART. New York: D. C. Heath and Company, 1936. viii + 184 pages, \$1.48.

This textbook has been prepared for use in one-year courses or in the teaching of personal-use typewriting.

The practice of nonsensical letter combinations has been omitted entirely, and elementary learning exercises have been organized to include the thousand most common words in the Horn List. The materials have been arranged to give the learner repetitive practice in the basic typewriting skills. Learning exercises include problems in letter writing, rough drafts, and tabulation.

L. TALVENSAARI

Motion Pictures and Youth: A Summary, by W. W. CHARTERS. New York: The Macmillan Company, 1935. 66 pages.

Dr. Charters proceeds to explain the initiation and planning of the deservedly famous Payne Fund Study, and to summarize the most interesting and significant findings regarding motion pictures and the learning of facts, the development of attitudes,

the stimulation of the influence motion pictures on their content to discriminate movies. He potent media present one them fit for unless "pro love for ch children's n have attack literature."

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the stimulation of emotions, the effect on sleep, and the influence on conduct. He then turns to the motion pictures themselves, their attendance and their content, and feasible ways of teaching pupils to discriminate between desirable and undesirable movies. He concludes that motion pictures are a potent medium of education, that the content of present ones is not good, and that the making of them fit for children to see and feel is impossible unless "producers of motion pictures who have a love for children and an interest in their development . . . address themselves to the problems of children's motion pictures as the publishers of books have attacked the problems of providing a children's literature."

Basic Principles of Speech, by LEW SARETT and WILLIAM TRUFANT FOSTER. Boston: Houghton Mifflin Company, 1936, 577 pages, \$2.50.

Basic Principles of Speech is divided into two parts. The former, which is called Delivery, is concerned primarily with such problems of speech in everyday life as poise, conversation, principles of bodily action, use of the voice, melody, and the part of suggestion in speech. At the end of each chapter there is valuable exercise material. The literature for interpretation in this part is especially to be recommended.

The second part, which is called Composition, begins with a presentation of five practical steps involving composition. Using these steps as a working basis, the authors suggest ways of selecting and arranging materials; discuss the value of outlines; and the general organization of a speech. There is an interesting chapter on The Language of Speech which includes many valuable suggestions on style. The book concludes with a stimulating chapter on Radio Speech. As in the first part, each chapter is followed by a large amount of practical exercise material.

This book, which is readable and well-organized, is unusually attractive in appearance for a textbook. It is to be hoped that other publishers will eventually be less conservative.

DOROTHY I. MULGRAVE

Pupils of Low Mentality in High School, by LILLIAN G. PORTENIER. New York: Bureau of Publications, Teachers College, Columbia University, 1933. 109 pages, \$1.50.

In these days of wide-spread complaint that the scholarship standards of high schools are going to the bow-wows, either because of soft pedagogy or because of the admission and retention of youths incapable of scholarly work, the findings of careful studies of pupil abilities are of the greatest impor-

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tance. They provide some scientific basis that may substantiate or may invalidate the assertions of protesters and of apologists for the inclusive high school.

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This study of pupils of low mentality in the high school finds that the mean intelligence quotient has decreased only a few points during the past decade, and that a small increase in the number of pupils of low mentality who achieve graduation is evident. The rest of the conclusions are somewhat extraneous to the purpose of the study, and are not new. They show that teachers' marks are inconsistent and invalid, as judged by results of achievement tests.

If intelligently used in the light of the changing

character of the high school, this study should be very helpful to curriculum revisers and to guidance officers.

Webster's Elementary Dictionary. New York: American Book Company, 1935.

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names of cities. The book would have been much more valuable had more attention been given this section. **GEORGE R. MILLER, JR.**

One Thousand Books for the Senior High School Library, compiled by a Joint Committee of the American Library Association, National Education Association, and the National Council of Teachers of English (MARY ELIZABETH FOSTER, Chairman). Chicago: American Library Association, 1935. 96 pages, \$1.00.

This valuable aid to the high school librarian who is torn between the budget on one side and the publisher's catalogs on the other side makes no pretense of being a list of all essential books. It is an excellent guide to good books in various fields, emphasis being placed on those in use by the greatest number of students.

The books are listed under the headings and arrangement of the Dewey decimal classification. A short annotation is given under each title. An alphabetical index of authors, subjects and titles is given in the back.

ARLENE HARRIS GROVER

America Through the Short Story, edited by N. BRYLLION FAGIN. Boston: Little Brown and Company, 508 pages, \$1.75.

That the short story, as an art form, reflects accurately many aspects of American life, there can be no doubt. *America Through the Short Story* is an attempt to show how many conflicting social forces in America have been depicted in the short story. Stories are grouped under the following headings: The Indian; the Negro; Other Minority Peoples; Religion; War; Woman; Labor and Capital; and Social Classes. Each group contains one or more stories preceded by interesting editorial comment. Valuable general bibliographical notations as well as short-story references follow each section.

The stories selected are all of merit, and the book should be of great interest to those who look to literature for an expression of the social forces of America.

DOROTHY I. MULGRAVE

A Study of High School Failures, by MARGARET M. WALKER. Philadelphia: Temple University, 1935. 113 pages, \$1.00.

This report of a very thorough study of failing pupils is timely. Schools which limit or abolish failures are so much in the news that readers are likely to forget that conventional high schools change very little and that little very slowly. This report reminds us that voodoo, hexing, and failing pupils persist.

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Junior Language Skills, Books One, Two, and Three, by RUTH H. TEUSCHER, ELEANOR M. JOHNSON, and ETHEL K. HOWARD. New York: Harcourt, Brace and Company, 1935, paper binding, 64 cents, cloth binding, 92 cents.

These are very teachable workbooks that should serve well for practice exercises for those pupils for whom such work is needed.

The Teaching of Mathematics—A Source and Guide by RALEIGH SCHORLING. Ann Arbor, Mich.: The Ann Arbor Press, 1936, 247 pages.

This book of 22 chapters is divided into five main parts which deal with the following topics: Aims and principles; the so-called reform movement in education; the tasks of a mathematics teacher; techniques of troublesome spots; and sidelights on historical materials and mathematical recreations. Each chapter is followed by a series of exercises which seem to be designed for instructors in teacher-training institutions.

No small part of the book is devoted to reprints of such things as a summary of the Report by the National Committee on Mathematical Require-

ments, a statement by David Eugene Smith from the Third Yearbook (1928) of the National Council of Teachers of Mathematics, and Professor Moore's presidential address to The American Mathematical Society in 1902, and other similar materials.

A re-centering of attention upon these historical milestones in mathematics teaching in this country since the beginning of the present century is highly desirable, since so many of these basic recommendations still have not been put into actual practice. While this book "does not include all the things relating to the teaching of mathematics that are fine and helpful," the book was disappointing in this reader in its failure to include more material on the researches of the past dozen years and the present widespread dissatisfaction in mathematics teaching. GEORGE A. BOYCE

Principles and Techniques for Directing the Learning of Typewriting, by WILLIAM R. ODELL, and ESTA ROSS STUART. New York: D. C. Heath and Company, 1935, 243 pages, \$2.20.

This is an up-to-date and comprehensive treatment of the problems involved in learning typewriting rather than the teaching of the subject. The pupil as the learner is stressed throughout.

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Partners in Progress, by ESSE V. HATHAWAY. New York: The McGraw-Hill Book Company, 1935. 303 pages, \$2.50.

The author, whose *Romance of the American Map* has previously been reviewed in these columns, now furnishes this clear and stimulating treatment of man's co-operative international and increasingly successful struggle to promote health, well-being, and human relationships. As this review is being written, to be sure, disease and death are still rampant; poverty and hunger stalk a large part of the world; world war seems dangerously imminent; progress in the larger sense of the word is too doubtful to be assured.

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A Tercentenary History of the Boston Public Latin School—1635-1935, by PAULINE HOLMES. Cambridge, Mass.: Harvard University Press, 1935. 521 pages, \$3.50.

This book deals in turn with the following factors related to the three centuries of existence of the Boston Public Latin School: support, administration and supervision, discipline, corporal punishment, biographical sketches of the masters, ushers and famous pupils, location of buildings, curriculum, text books and methods. The author has done an inestimable amount of thorough and painstaking research. The work is replete with illustrations, and with facsimiles of title pages of textbooks, and school documents. If you are interested in the materials, procedures and accomplishments of early American education, read this book. E. R. G.

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